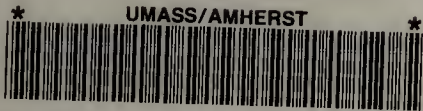


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DEPT OF EDUCATION
BOSTON OFFICE



BARNSTABLE GRADE FIVE
HORACE MANN CHARTER SCHOOL

120 HIGH SCHOOL ROAD
HYANNIS, MA 02601

508-790-6473

GOVERNMENT DOCUMENTS
COLLECTION

JUL 27 2001

University of Massachusetts
Depository C.py

I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

☐ Commonwealth Charter ☒ Horace Mann Charter

(Please Type)

Name of Proposed Charter School Barnstable Grade Five Horace Mann Charter School

School Address (if known) 120 High School Road

School Location (City/Town) Hyannis, MA 02601

Name of Group Applying for the Charter Barnstable Grade Five School and Main Street Learning Corporation

Contact Person Thomas McDonald

Address 244 Rolling Hitch

City Centerville State MA Zip 02632

Daytime Tel: (508) 790-6473 Fax: (508) 790-6434

E-mail: _____

The proposed school will open in the fall of school year: ☐ 1998-99 ☒ 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	5	575
Second Year	5	590
Third Year	5	625
Fourth Year	5	635
Fifth Year	5	570

Will this school be a Regional Charter School? ☐ Yes ☒ No

School Districts from which students are expected to come (use additional sheets if necessary):

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

APPENDIX A

Massachusetts Department of Education

IV. Horace Mann Charter School Certification Statement

Proposed Charter School Name Barnstable Grade Five Horace Mann Charter School

School's Current Name

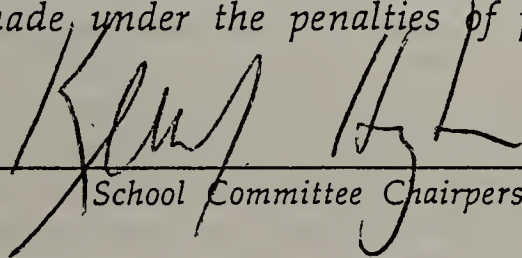
(if different from above) Barnstable Grade Five School

School Address 120 High School Road City/Town Hyannis, MA 02601

I hereby certify that this application has received approval from a majority of the school committee and the president of the local teacher's union in the district in which this Horace Mann Charter School would be located. The information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed charter school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

I.

Signature



Date 12/29/97

School Committee Chairperson

Print/Type Name Kevin Harrington

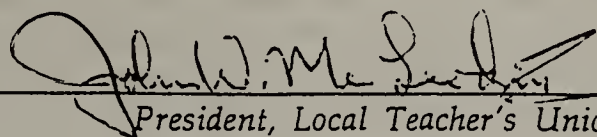
Address 330 Lakeshore Drive

City Marstons Mills State MA Zip 02648

Daytime Telephone (508)-428-1953 Fax _____

II.

Signature



Date 12/29/97

President, Local Teacher's Union

Print/Type Name Jack McLeod

Address 10 Peach Tree Rd.

City Marstons Mills State MA Zip 02648

Daytime Telephone (508)-428-7210 Fax (508) 775-7695

Barnstable Grade Five
Horace Mann Charter School

Application

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BARNSTABLE GRADE FIVE HORACE MANN CHARTER SCHOOL

I. ABSTRACT

Mission

The Barnstable Grade Five Horace Mann Charter School will be a one year school serving all fifth graders in the Town of Barnstable with innovative learning and assessments. The mission of achieving excellence for all students is our goal. We will have a major impact on students' academic, individual, social, and technological skills by creating a school environment which provides a high quality curriculum, one which teaches and demands excellence, and prepares the students for successful learning at the Middle School.

We will achieve this by:

- academically preparing students to meet rigorous standards and assessing their progress.
- helping students to achieve high standards of social and civic responsibility.
- involving parents in their child's educational program.
- engaging the community in lifelong learning and in the success of the school.
- using technology to enhance our instruction, management, and communication.

Educational Philosophy

At the Barnstable Grade Five Horace Mann Charter School we believe that all of our students can master elementary academics, though not in the same time, the same way, or at the same pace. We also believe that our school is a place which fosters cultural literacy, special talents, character development, and civic responsibility, so that our graduates will become educated, well-rounded individuals, and contributing members to our democratic society. With a partnership comprised of the students, parents, school, and community, we strive to construct a creative and exciting educational environment, which will prepare our students for lifelong learning.

Goals and Expected Outcomes

1. All students will master a common core curriculum needed to be successful in middle school and beyond. Our students will have a standards driven education, based on the Massachusetts State Frameworks, the Modern Red Schoolhouse Design, and the Barnstable Public Schools Curriculum.
2. All our students will learn and attain high standards in academic subjects, though they may vary in their learning style and the time they need to learn. With this in mind, we will institute a Bridges Program in the summer, which will result in the creation of a 14 month school for both those students who need to master basic competencies or desire enrichment.
3. The progress of every student will be closely monitored through a new assessment system consisting of the computerized Instructional Management Series, the creation of an Individual Learning Contract, and pre/post Stanford Achievement Testing.
4. We will guide our students' moral character through the implementation of a new Code of Conduct, Character Development Logs, and a Peer Leadership Team.
5. We will create a Professional Resource Center and have ongoing professional development within the MRS Design. Teachers will have freedom to exercise their professional judgment in how they organize instruction, so that they might best meet their students' needs.
6. The parents and community members will be an integral part of our students' education. We will offer parenting classes, parent classes for information concerning our new design and curriculum, and expand the Main Street Learning Corporation, as a business and an academic partner.
7. Our school will have fiscal autonomy which will provide us the freedom, flexibility, and opportunity to significantly impact the education of our students.
8. We will use advanced technology to enhance our teaching, communication, and assessment.
9. We will improve communication with our seven feeding elementary schools and our two receiving middle schools in order to offer a better educational program for our students. A more informative student report will be developed focusing on the student's strengths and weaknesses.
10. We will provide a model to other public schools, proving that public education can ensure that children will acquire the knowledge and skills needed to become educated, responsible, and productive citizens.

II. NARRATIVE

1. MISSION STATEMENT

A. What is the purpose of this school?

The purpose of the Barnstable Grade Five Horace Mann Charter School is to create a school where all children can attain high academic standards and can reach their full human potential. We exist in order to teach our students the academic, social, technological, and higher order thinking skills and strategies needed to be successful.

Our mission statement is simply written so that it can be easily understood and stated by our students, staff, and parents. It reinforces our goal of excellence in our school, in the home, and in our community.

The mission of the Barnstable Grade Five Horace Mann Charter School is to:

- provide all students with academic knowledge and skills needed for future success, by using a rigorous curriculum and high standards.*
- guide students in their development of civic responsibility and moral character, so that they will be accountable, resourceful, and respectful citizens, and prepared to be productive members of our society.*
- develop a partnership among students, teachers, the parents, and the community, giving all a clear indication of their role in the educational process.*
- commit to excellence: Okay is not good enough; good is not good enough; we strive for excellence.*

Current and Future Status

The Barnstable Grade Five Horace Mann Charter School is unique in that it is a one year public school serving all fifth grade students in the Town of Barnstable; all fifth grade students learn in this school. The education impacts an entire grade within our school system. What an opportunity to make a difference! The student population has grown from 547 in 1996-1997 to 575 in 1997-1998. By the year 1999-2000, an additional 50 students are projected, totaling 625. To meet the increasing demands of a growing, diverse student population, new teaching methodologies that will raise the expectations for all students and new ways to organize our school will be needed.

2. STATEMENT OF NEED

A. Why is this kind of school needed in this community?

Standards Driven Education

There is a need for a school where student assessment determines further study, academic plans, and future instruction. Businesses around Barnstable and the Commonwealth have voiced their need for a well-educated work force. Our task is to put the pieces in place to ensure this happens. The expansion of our educational program, enhanced with the standards and the curriculum frameworks from the state and the Modern Red Schoolhouse, promises to raise the academic performance of all students.

Flexibility and Autonomy

Student growth and needs are placing greater and greater demands on our resources; we need a charter to demonstrate that our public school can address these issues. To accomplish this we must have flexibility and autonomy to make the academic and financial decisions necessary to deliver a high quality, and efficient educational program, which allows the system to work for our school. A charter will allow us to modify our curriculum, assess our students in new ways, allocate resources differently, and develop our staff to meet the needs of our whole school design. Also, as a charter school, many innovative relationships can be explored and bring opportunities together.

Perception of Public Schools

Barnstable is one of the fastest growing school systems in Massachusetts. The demographics of Barnstable mirror the projected demographics of Massachusetts and the nation in the year 2020. A

significant growing elderly population is concerned about education as well as increasing property tax rates, and a fast growing younger population is demanding high quality public education. Thus, it is extremely important that the best education possible is provided, so that all members of the community know that their financial or student investment in the school is reaping a quality education for our town's, state's, and nation's future leaders. Free to reallocate resources, our school will seek new and better ways to educate students, manage taxpayer dollars, and improve the potential of the lives who pass through our doors. These facts will, in turn, enhance the public's perception and their support for public education.

Diversity Challenges the Status Quo

The Town of Barnstable is a diverse community comprised of seven villages, each having its own K-4 elementary school. When Barnstable school children come to the fifth grade, they leave their familiar village school with its history and security. All the town's 575 fifth graders attend the Barnstable Grade Five School. We realize that preadolescence is a critical time in our students' lives, and we face a challenge that no other school in this state has. This unique situation presents a tremendous opportunity to collectively focus on the academic and social needs of students in a single grade level.

In addition, we will also address the multicultural diversity existing in our community and guide our students to develop a sensitivity and understanding of all people. A charter will help us focus energy on improvements needed to make the school a positive change agent for children and the system.

B. Why is a charter necessary in order for the program to exist or succeed?

Rigorous Academics and Freedom

The case for this conversion is to provide the freedom to encourage a good school to become a great school by offering a rigorous academic program and a new school design. We will use a curriculum based on the Massachusetts Department of Education's Frameworks, the Barnstable Public Schools Curriculum, plus the new Modern Red Schoolhouse Curriculum. We will demonstrate to a wide audience how our students can achieve great academic success by adhering to high standards.

Whole School Design

The charter is necessary for our program to succeed, because we will be undertaking a whole school design change not currently available to us. We will be working with the design team from the Modern Red Schoolhouse to accomplish this task. Without a charter we will not have the flexibility to make many of the decisions that need to be made, and we will not have the organizational structure that will enable us to meet the demands of our new program.

Innovation

Innovation with the kind of scale envisioned by the founders simply could not be attained within the confines and limits under which we currently operate.

Autonomy

We believe that the grant of autonomy through a charter will provide the freedom, flexibility, and opportunity needed to create an exciting place of learning and significantly expand the influence of a pioneering program on public education, not only in Barnstable, but throughout the state.

C. What evidence exists that there is sufficient demand for the educational program you are proposing?

In our community there is currently a great demand for an academically challenging, high quality, standards driven educational program. This is evidenced by the fact that in the past four years a parochial school opened in our community, enrolling 190 students in grades five through eight, and has had a waiting list every year. In addition, two other proposals have been submitted for charters in the Town of Barnstable during 1997.

Also, during the past eight years data has been collected from parents of Gateway (gifted and talented) students who have placed their children in private schools. The loss of over 100 students

in grades five through eight (10% of our gifted and talented students in grades five through nine) and many students from our high school documents why we are proposing our new school design.

Parent listed three main reasons why their children did not return to our public school system: large class size, too few foreign language opportunities, and too few opportunities for ability grouping.

These facts clearly speak to the need for the public schools in Barnstable to take on the challenge and demonstrate to the entire community that a strong academic curriculum, high standards and opportunities for all learners, clear measurement and assessment, and a striving towards excellence can be found in our public school system.

3. EDUCATIONAL PROGRAM

A/C. What educational theory, approach, school design, or teaching methodology will be the foundation of the educational program?

The Barnstable Grade 5 Horace Mann Charter School will offer a rigorous academic program which is standards driven and documents continuous student progress. Core subjects will include English Language Arts, Mathematics, Social Studies, and Science, while enrichment subjects will include Music, Art, World Languages, Technology, Physical Education, Health, and D.A.R.E. (Drug Abuse Resistance Education). Teachers will use instructional methods and strategies that will be adapted to the individual strengths, weaknesses, and learning styles of the students. The approaches will include high expectations of all students, teaching basic and critical thinking skills, a process and problem solving approach which encourages active, engaged learning, flexible grouping, careful monitoring of student progress, and high levels of parental and business involvement.

We will be incorporating the Barnstable Public Schools curriculum, the Massachusetts Department of Education's Standards, and the Modern Red Schoolhouse Institute's Schoolwide Program (MRS). The MRS draws upon the James Madison Series developed by the U.S. Department of Education, E.D.Hirsch's Core Knowledge of key subjects, and the Secretary of Labor's Commission on Achievement of Necessary Skills. This initiative will provide us with a model for a whole school design including curriculum and assessment, school organization, researched-based teaching practices, technology, a student Individual Learning Contract (ILC), and parent and community involvement.

Below are some examples of standards students will achieve in our school:

English Language Arts

- Each student can read for a variety of purposes: to make a decision, follow directions, select and record information, analyze an argument, gain understanding, or enjoy a good story, and use strategies of reading and note-taking appropriate for each purpose.

Mathematics

- Each student will develop and apply a variety of mathematical strategies to solve problems, i.e. manipulatives, software, pattern recognition, pictorial representations, informal estimating, mathematical operations, and report writing using correct mathematical vocabulary and symbols.

• *Science*

- Each student will apply knowledge of scientific concepts in an experimental context, solve problems, and investigate questions using scientific methods, i.e. generate multiple questions, identify key components of experimental design, identify variables and their control, use appropriate measuring tools, collect and record data, evaluate and distinguish between observation and inference, develop safe and effective skills using common lab and field techniques and tools, interpret graphs, tables, and charts, distinguish between scientific evidence and personal opinion, communicate the results in a clear manner through words, graphs, diagrams or the computer.

- *Social Studies*

- Each student can construct a chronology of major events in American and world history. Incorporated into our curriculum will be various high quality teaching methods including but not limited to Cooperative Learning, Multiple Intelligences, PALMS, and Talents Unlimited.

Adult Education Program

There is an immense amount of orientation, participation, and training, inherent in the Modern Red Schoolhouse whole school design, which will be undertaken to ensure that every parent or guardian understands his or her role and responsibility in making the school a success. A series of informational meetings will be held with parents and guardians after the charter has been awarded to familiarize them with the planning and transition schedule, and to help realize our vision of participation.

We will be partnering with our town's seven elementary schools and two middle schools during our first year. This initial partnership with other schools in the district will be critical in providing continuity of program and assessment. We will also rely heavily on the partnership among the students, parents, school, and corporate partners from Main Street Learning, ensuring that we provide a strong and resilient support system sufficient to assist students to excel.

Finally, the Barnstable Grade Five Horace Mann Charter School recognizes that it is an integral part of a larger learning community, and, therefore, we will open our doors for community activities and organizations, parent groups, and its business partners for adult education activities and meetings. The central location of the school will encourage and facilitate the significant participation of mentors, tutors and the business partners who are needed to enhance the educational experience. This is already evidenced by our partners in The Main Street Learning Corporation.

B. What will be the major sources for the school's curriculum?

The major sources for the school's curriculum at the Barnstable Grade Five Horace Mann Charter School will be the Modern Red Schoolhouse Standards (which in most cases exceed the state and national standards) aligned with the Massachusetts Curriculum Frameworks and the Barnstable Public Schools Curriculum. In keeping with our mission statement, our program will emphasize excellence for all students.

D. How will student performance be assessed?

Students do not master the understanding of content and skills at the same time. Our approach to the delivery of the curriculum is to allow students to make continuous progress in accomplishing the performance objectives that lead to the mastery of our standards.

Expecting mastery from students requires a number of new ways of teaching and multiple paths to a stated destination. The school will be designed so that all students will be able to learn in their way and at their pace to achieve specified goals. To achieve these goals several new methods and procedures will be employed.

In April of each year the fourth grade student records will be received, including the results of the third grade Iowa Reading Test of Basic Skills and a teacher's assessment of each student. Based on these pieces of information, the levels of student achievement will be determined. The Bridges Student Assessment Team (guidance counselors, teachers, and administrators) will meet with each family to discuss the possibility of identified students entering the Summer Bridges Program. The Bridges Program will be offered to provide student access to the specific areas of academic need or academic strengths; it will remediate as well as enrich and challenge. The traditional 10 month school year may evolve into a 12 or 14 month experience for all students/parents who choose to do so. Students with greater gaps in their learning will be urged to opt for the 12 or 14 month program.

To establish goals and monitor the progress of every student, an Individual Learning Contract will be developed by the teacher, student, and the student's family during the spring/summer months prior to the student's entry in the fifth grade. The contract will facilitate responsibility and accountability and become the basis by which each child's educational goals, strengths, and needs

are defined. It will be an educational road map for the student over a specified period of time, and it will serve three major functions: establish measurable goals, identify the responsibilities of the student, parents, and professionals in helping the student achieve the fifth grade learning standards, and identify special assistance or enrichment services which the student will require from teachers, parents, or the community to achieve his/her goals.

In tandem with the Individual Learning Contract, increased assessments of students will be conducted. Criterion referenced pre/post tests will be used, as well as the Stanford Achievement Tests in Reading and in Math. Based on these results and the Grade Four MCAS Test scores, student progress will be closely monitored and noted. Student Individual Learning Contracts and assessment results will be tracked by the Instructional Management System. We will be the only school in the state to test 5th grade students.

One of the most crucial instruments in technology to be used by the school will be an Instructional Management System (IMS) that will allow teachers to develop, implement, and monitor the core curriculum. The Individual Learning Contracts will also be a major part of the database. Teachers will develop instruction based on the performance objectives of the learning standards. The IMS will also allow teachers to electronically collect, store, and track quantitative (test scores) and qualitative (writing samples, presentations, etc.) data on student learning. The premise of the IMS is for significant, meaningful, long-lasting school reform to occur, teachers must be able to "unobtrusively, continuously, and automatically collect critical information that is associated with teaching and learning". Our teachers will manage and analyze that information to help them understand and improve instruction. The system will empower the teacher as a professional, decision-maker, and problem solver by linking every part of the instructional process together. Teachers will be trained by the MRS Team in the use of this software.

E. How will students with special needs and those who cannot speak English proficiently be served in accordance with state and federal law?

Special needs and ESL students will represent a significant segment of our school population (approximately 16%). Our school will service their needs in accordance with all federal and state laws. The staffing for students with special needs will fluctuate according to the mandates of the IEPs of the students enrolled in our school.

The Modern Red Schoolhouse design is based on the expectation that all students will attain high achievement standards, though they will not all learn in the same way, in the same time, or at the same pace. The ILC's of language minority students and students with disabilities will identify appropriate resources required for those students to succeed. We fully expect to intervene early and often to provide students with additional assistance to master the rigorous academic standards which will be implemented after our conversion to a charter school.

We believe that the inclusion of all SPED and ESL students in regular classrooms is a productive model for a child's education. Our students will sometimes go to their Learning Pod, where students will work on similar standards according to the mandates of the student's IEP and the student's learning style. For ESL students "structured immersion" will be our pedagogy, and therefore our bilingual students will be taught English and placed in English language classrooms, but offered support from a tutor. At times instruction may be given in a pull-out model.

Our school is also eligible for Title 1 funding. At the present 9.5 % of our student population receives Mathematics and Reading services from Title 1 teachers. We anticipate that this percentage will remain about the same when our charter is granted, and we will continue to provide services to students who qualify for academic support.

F. How will the school's schedule and calendar be structured?

The schedule and calendar will be governed by the curriculum. The school day will begin at 8:00 A.M. and end at 3:00 P.M. Our September-June calendar will coincide with the current Barnstable School System's calendar (180 days), but our school will be in session 220 days for students enrolled in our Bridges Program. Our extended school year is an inherent part of our strategy to

provide extra time and assistance to students who need to master our high standards. It will also provide extra enrichment for those students who wish to focus on special talents. Summer class hours will be Monday-Friday from 8:30 A.M.-12:00 P.M. Waivers for teachers will be granted from the Barnstable Teachers' Union in order to allow for the increased days of teaching during the summer with appropriate remuneration.

4. ACCOUNTABILITY

A. How will the school define, measure, and demonstrate success?

At our school, we will define, measure, and demonstrate success in multiple ways.

First, success will be defined, measured, and demonstrated by students who:

- show mastery evidenced by assessments of the subject material and attainment of standards aligned with the Massachusetts Department of Education and the Modern Red Schoolhouse.
- accept responsibility in the learning process by being involved in parent/teacher conferences and surveys, actively participating in instruction, completing all class and homework assignments, and attending our Summer Bridges Program for continued progress towards attainment of standards, if necessary.
- reach all the goals written in the Individual Learning Contract (ILC).
- show improvement on the post Stanford 9 test scores in Math and Reading.
- produce a portfolio representative of Gr. 5 academic and technological learning and reflecting their special talents.
- show character development through a written log listing positive social behaviors and contributions made during the year.
- have no discipline referrals.
- have high attendance.

Second, success will be defined, measured, and demonstrated by a staff who:

- promotes our high standards and school mission of high expectations for all.
- employs researched-based practices to strengthen classroom instruction
- is actively engaged in educational, budget, and governance decision-making at our school.
- promotes parent involvement and awareness of the student's performance through the Family-School Compact, the ILC, telephone calls, newsletters, and conferences.
- provides the parents of children who need extra help with home teaching techniques.
- is involved in professional development and shares learning with peers at meetings and by contributing to the Professional Resource Center in our library.
- maintains professional association with other teachers in the system by attending district in-services and special committee meetings.
- encourages participation of the student, parents and the community in learning through the Modern Red Schoolhouse initiatives, Main Street Learning Program, and communication about and invitations to upcoming events.

Third, success will be defined, measured, and demonstrated by parents who:

- agree to the tenets of our new Family-School Compact, which will seek to capture and sustain the effort for a successful partnership.
- become actively involved with their child's learning by helping to set learning contract goals, checking homework assignments, volunteering for school activities/lessons, and attending conferences, etc..
- understand their role and responsibility in making school a success by attendance at school functions/meetings, such as MRS informational meetings, Family Math & Science Night, Transition Meetings, Open House, Ice Cream Socials, D.A.R.E. Graduation, school concerts, book nights, PAC Meetings, Parenting Seminars, etc.
- contribute their talents to the school: academic, avocational, physical, and professional.
- offer feedback on the Parent School Report Card concerning their child's education, the school, and its mission.

Fourth, success will be demonstrated by a community, businesses, and organizations who:

- invite and encourage the school to participate in events away from the school campus, such as Memorial Day events, holiday parades, and business site field trips.

- offer their talents/services/financial assistance to our school.
- participate in surveys
- attend school functions.
- are represented on our Board of Trustees and other committees such as Main Street Learning Committee, Children Helping Children (holiday assistance), Book Fairs, Yearbook Committee.
- provide students with mentoring and tutoring relationships.

Specific Measurement Tools

Current Tools:

1. Student Attendance Records.
2. Student Discipline Referrals.
3. Small scale assessments: running records, unit tests, Proportional Reading (a computer program individually formatted for reading scanned text for speed, word recognition, and comprehension- see Attachments), and daily assignments.
4. Performance-based assessments by which the student can demonstrate knowledge.
5. Pre/post Grade Five Math Tests.
6. Pre/post Gates-MacGinitie Reading Tests.

New Tools:

1. Instructional Management System Assessments- see Attachments: a sophisticated, instructional, organizational, and managerial software system which can be used for Individualized Learning Contracts, grades, reports and for facility in finding and comparing the student data, using national norms.
2. Pre/post Stanford Achievement Tests.
3. All students will master a common curriculum needed to be successful in middle school. Our students will have a standards driven education, based on the Massachusetts State Frameworks, the Modern Red Schoolhouse Design (MRS), and the Barnstable Public Schools Curriculum.
4. Student Portfolio of the year's work including credible rubrics, writing samples, and other evidence of fifth grade academic work.
5. Student Character Development Log listing behavior reflections, extra curricular activities, volunteer activities, and community contributions.
6. The student Individual Learning Contract which will be negotiated by the teacher, parent, and student.
7. Student, parent, and teacher surveys at the end of the school year.
8. Teacher Professional Development Summaries which will be placed in our library.
9. School Report Card completed yearly by parents.
10. Barnstable Public Schools Criterion Reference Testing in Math and Reading.

B. Please list up to five clear and measurable student or school performance objectives and include how the school's progress will be measured relative to each of these objectives.

1. Modern Red Schoolhouse Design

Although a highly regarded school, Barnstable Grade 5 does not incorporate the new school designs created in response to the educational reform challenges of the 90's. We propose to implement the ambitious standards of the Modern Red Schoolhouse, acquiring new knowledge and skills, assuming new roles and responsibilities, and developing new instructional strategies. We have begun scheduling MRS representatives to visit our staff and introduce the design, realizing that implementation will be a process of continuous reflection on accomplishments and steps and changes in instructional and organizational practices. Our progress will be measured by our calendar of scheduled meetings and attendance at them.

2. Individual Learning Contract

Currently, Grade 5 students are assessed quarterly with the system's quarterly progress report. Instead of continuing with this report, we intend to design a new Individual Learning Contract which will be the primary tool for monitoring the continuous progress of every Grade 5 student, and facilitate responsibility and accountability. The ILC will be similar to a road map of performance

objectives for the student to reach during the course of the year. It will have four major functions: establish measurable goals for the student; identify responsibilities of the student, parent, and teacher in helping the student reach the standards; identify specific assistance or services the student will need in order to be successful at Grade 5; and inform the Middle School about the incoming student. Our progress for this objective will be measured by the actual creation and use of the document. Students, parent,s and teachers will be able to voice their comments on the ILC in a survey which will be administered at the end of the school year. The comments will be held in a file at our school library and considered when the ILC is updated each year.

3. Assessments Including Pre/Post Stanford Achievement Testing in Reading and Math

Currently, our school reviews student IEPs and formal testing with all parents of SPED children. Only those students recommended for Title 1 or our Gateway Program take the Stanford Achievement in Math and Reading. For the first time this past year, teachers administered the Gates MacGinitie Diagnostic Reading Test to those students not on IEPs. Those scores, together with teachers' daily/weekly assessments and observations of students, indicated that 82% of students are performing at their ability level.

While this is a high achievement, we intend to raise this percentage to 98%, ensuring that more of our students will show appropriate growth commensurate with their ability, as determined in the Individual Learning Contract. The new strategies used will include:

- diagnostic interviews of entering students to help determine strengths and weaknesses.
- use of quality core curricula based on the Mass. Dept. of Ed. Frameworks and MRS Standards.
- a tighter communication with "feeder" elementary schools concerning the incoming students.
- multiple instructional strategies including integrated instruction, active, engaged lessons, emphasis on mastery of basic skills, extended learning opportunities in the community, particularly with the Main Street Learning businesses, and an emphasis on excellence.
- student learning through technology: Proportional Reading (scanned text which can be read in multiple ways including voice and text), Nova Net (individual programs sent from the U. of Chicago via a modem), structured Type to Learn lessons for students to become adept at the keyboard, and Internet lessons in every classroom.
- a strong parental involvement as indicated in the Learning Contract.
- the summer Bridges Program for those students who lag behind appropriate expectations or desire enrichment.
- ongoing professional development.
- small group, individual tutoring, or self-directed projects to individuals with specific needs.

Progress indicators for all students will consist of: scores of pre/post Stanford Achievement Tests in Math and Reading, Barnstable Public School System Criterion Reference Tests in Math and Reading, theme/subject testing, portfolio entries, Instructional Management Series Computerized Program, teacher anecdotal records, goals checked off in the Individual Learning Contract.

4. Parent Survey

Currently, there is not an assessment of our school completed by parents. We will change this by developing a Parent School Report Card. In March of each year all parents will have the opportunity to offer written feedback and constructive criticism. With this information we will measure the attainment of our school's goals, acknowledge our strengths and successes, and identify those areas which need improvement. This information will be used in our School Improvement Plan. The results of our School Report Card will be available to the public at our school library and at the Town of Barnstable Public Libraries.

5. Professional Resource Center

Presently, our school has several teacher textbooks, several year old teacher magazines, and approximately 25 videos and film strips in a section of the library for teachers to utilize. A new objective at our school will be that 100% of our teaching staff will participate in constructing and using a Professional Resource Center (PRC) in our library. It will house:

- educational journals such as The Reading Teacher and Educational Leadership.
- books and articles regarding those philosophies we are employing, such as Modern Red

Schoolhouse and Hirsch's Core Knowledge.

- AV material for use with students, teachers and parents.
- lists of educational web sites.
- conference summary forms for teachers to complete after attending workshops.
- educational games and activities books.
- successful lesson plans.
- books/videos/articles which promote parent/community/school partnerships.
- manuals for our new technology software/equipment including Proportional Reading, IMS, scanners, etc.

Strategies for attainment of this objective will include a teacher's need survey, formation of a committee to oversee the PRC, a catalog of PRC's contents, and time during staff meetings to discuss available resources. Success will be demonstrated by the items in the PRC and a log recording their use.

C. How will the school ensure that it meets its goals?

The founding group believes that our charter school will offer us a chance to reach for higher goals than we might otherwise achieve without autonomy. Therefore, our goals are as high as our expectations. To be successful, we believe that our school must not be an island unto itself; rather we must seek a transforming effect upon our district. Our goals seek to deliver a high quality education to our students, while having a positive effect on education in other public schools in Massachusetts.

The goals against which our school's success will be judged consist of the following:

1. Student academic performance will be measured by the student's academic achievement measured in June before entry, and in June or August upon exit:
 - Performance on standardized tests.
 - Performance on criterion reference tests.
 - Achievement of goals as per Individual Learning Contract.
2. Student preparedness for middle school and beyond will be shown by:
 - Ratio of mentors to students from the business community
 - Number of students attending the summer Bridges Program.
 - Tracking and comparing our pre and post charter School graduates' achievement in the middle and high school
3. Our school as a center for civic and community education will be demonstrated by:
 - Hours per day and week that our school is open to the community.
 - Number of adult education participants.
 - Number of meaningful business partnerships.
 - Number of summer internships for teachers.
 - Parent participation on task forces.
 - Use rate of the school for community meetings.
 - Result of parent and community surveys.

5. SCHOOL ENVIRONMENT

A. Please describe the ethos you expect to create in your school.

The ethos at our school will focus around the beliefs that all children can learn and that high standards for all will translate into excellence. We will strengthen communication with families, because we believe that learning begins in the home, and that a key to school success revolves around maintaining a strong home school connection.

We will value academic achievement, respect towards self and others, individual and social responsibility, diversity, sharing, and risk-taking and recognize failure as nothing more than an important step towards success. Continuous improvement will permeate our school. We will acknowledge that problems are simply the means to achievement, and use a problem solving approach when difficulties arise. Our school will embody the pursuit of life long learning, and continuous improvement will be evident. In line with our mission, OK is not good enough, good is not good enough; we will strive for excellence.

B. Please summarize the school's discipline policy or code of conduct.

The Barnstable Grade 5 Horace Mann Charter School will maintain the highest expectations for all students in the areas of self-discipline and responsibility for one's actions. To help achieve this, our school will encourage respect and cooperation among all members of our school family: students, parents, and staff. All adults and students will be expected to treat others with consideration and respect. Our staff will also have the responsibility to teach and enforce our discipline policies as outlined in our handbook.

We believe that parents, the child's first and most important teachers, are vital to any discipline process, and at our school they will play a major role in the development of the behavior of their children. They will be encouraged to offer input to our Assessment Team and teacher/parent meetings, and to assist at school when they are able. Our daily goal will be to have our school be a place where quality learning can take place in an orderly, safe atmosphere. The long range goal of this partnership will be to prepare disciplined students for productive and meaningful adult lives.

A Code of Conduct and discipline procedures will be necessary to ensure that the rights of all are protected. We believe in being proactive, not reactive, and thus we will encourage appropriate behavior in the following ways:

- The student, parent, and teacher will discuss the school's code during the ILC meeting.
- Each day during morning announcements, the principal will state a behavioral goal for the day. Teachers will reinforce this goal throughout the day.
- All staff will model and encourage appropriate and respectful behavior.
- Student rules and expectations will be stated to parents at meetings and in newsletters.
- Our student handbook will specify appropriate behaviors and consequences for misbehavior. It will be dated and signed by the parent and child.
- All classrooms will display a poster of expected behaviors.
- A Prevention Specialist will be assigned to monitor those students who need a "time out" or suspension. There will be a designated room in which he can assist students in recognizing inappropriate behaviors and provide them with insight into correct ways to deal with problems.
- Parent/child/Prevention Specialist and other pertinent adults will hold meetings for those students requiring a more in-depth intervention.
- Supervised time will be given during recess to those students who need time to complete homework, class assignments, or to reflect upon expected behaviors.
- All students will be required to attend school regularly, arrive on time, bring appropriate materials, participate in their education, and complete assignments.

6. ENROLLMENT

A. How many students will be enrolled each year over the five years of your charter?

As a public school in the Town of Barnstable, serving all of the town's fifth graders, we anticipate the following enrollment, which is based on our current K-4 school population:

<u>Year</u>	<u>Student Population</u>
1999	590
2,000	614
2,001	627
2,002	589
2,003	495 (historically increases by 50 students from private kindergartens)

Currently, our average class size is 23 students in our 25 classrooms. By our fifth year, we will strive for a ratio of 16-18 students per teacher, particularly in the areas of English Language Arts and Mathematics in order to better meet the needs of our diverse student population.

We will explore the prospect of hiring part-time teachers to compliment our full-time teaching staff, and maintain our present policy of hiring teaching assistants to work under the direction of SPED certified teachers. We will also investigate the possibility of hiring a qualified person to do the SPED testing in our school, since our current SPED teachers' meetings, teaching, report-writing, and

co-planning responsibilities are often interrupted by testing for IEP evaluations and reevaluations. Monies for additional staff will be obtained from Main Street Learning revenues, grants, and reallocated funds from our budget.

B. How will student applicants be recruited?

We do not anticipate recruiting any students, as we have reached maximum capacity in our school. During the next two years as enrollment increases, we will add portable classrooms to our school and/or examine a permanent building addition to our school.

C. Describe the enrollment process, including a plan for a lottery.

Our enrollment policy will be rather simple: we will enroll all fifth graders in the town who wish to attend public school. Parents of entering children will go to the Guidance Department and complete forms required by the Commonwealth of Massachusetts. They will also be requested to offer any additional information which will help our school place their child in an appropriate classroom and deliver correct services (Title 1 Reading, Math, SPED). All children who enter our school will be given the Stanford Achievement Test in Math and Reading, as well as the system math and reading criterion reference test. When the scores are totaled and records from the previously attended school have been received, the new students, parents, and the classroom teacher will write the student's Individual Learning Contract.

7. LEADERSHIP AND GOVERNANCE

A. How will the school be governed?

The Barnstable Grade 5 Horace Mann Charter School will be governed by a Board of Trustees comprised of 11 members representing the community, and parents, school, who have expressed a willingness and commitment to the successful implementation of our charter.

Patrick Butler, Attorney at Law for Nutter, McClennan, and Fish
John O'Brien, Executive Director of the Cape Cod Economic Development Council
Jack Girvin, American Express Financial Services and Board Member of MSL
Susan Dahn, Communities and Schools for Career Success
Thomas McDonald, Principal
Lee Ann Rooney-Giardino, Parent
Laura Bilodeau, Parent
Dr. Russell Dever, Superintendent of the Barnstable Public Schools
Sue Peters, Classroom Teacher
Sandy VanVorst, Classroom Teacher
Ruthanne Allen, Director of Gateway (System Gifted and Talented Program)

** The resumes of the Board of Trustees may be found in the Attachments Section pages 1- 14.*

The Board of Trustees will act as the stewards of the vision, mission, and philosophy of the school and will control and govern the business and financial affairs. Specifically, the Board will set all school policies, assess the school's performance, and delegate the responsibilities of the day to day administration of the school to the Principal. They will also be responsible for the approval of the budget, the School Improvement Plan, and the school's goals. Additionally, they will hire and supervise the Principal, be in charge of fund raising, provide administrative services (human resources, payroll, and finance). The Board will select a Chairperson and a Secretary at its first meeting. Finally, the Board will oversee the maintenance of the physical building and any renovation plans. Committees to be formed will include: Finance, Fundraising, and Personnel.

B. Who will be the school leader?

Thomas McDonald, the current Principal of the Barnstable Grade Five School, will act as the head of the new charter school and will be accountable to the Board. He will be responsible for carrying out the vision and leadership at the school, supervise and manage the staff, oversee all programs, curriculum development, and special projects, hire and fire all personnel, and act as a member of the Board of Trustees.

C. Summarize the job description of the Board, the school director, and any other key personnel.

The Chairperson of the Board of Trustees will have three main responsibilities.

1. S/he will be the administrative leader:

- making sure what issues the Board will discuss, and setting the agendas.
- expediting the work of the Board and keeping its committees on schedule.

2. S/he will work in partnership with the Principal to achieve the mission of the school by speaking to its constituencies.

3. S/he will be responsible for the working relations between the Board and the principal by:

- devising a way of working for the Board that compliments the strengths of the principal.
- conducting the Board's annual evaluation of the principal and reporting the results to the Principal and the Board.
- conducting an annual written evaluation of the performance of the Board.

The Principal will have three major responsibilities:

1. He will provide the vision and leadership at the school:

- supervising and managing the staff.
- overseeing all personnel.
- acting as a member of the Board of Trustees.

2. He will act as the professional educational leader of the school:

- guiding the Board of Trustees and the school in formulating the school's mission and the School Improvement Plan.
- articulating the school's mission.
- being responsible for the professional quality and behavior of the staff.

3. He will administer the school according to the policies set by the Board:

- preparing and carrying out the operating plan and the annual budget.
 - being responsible for the management and day to day operation of the school.
 - being responsible for the students.
 - reporting to the Board on school matters.
- the Principal will work jointly with the Board:
- jointly plan the calendar for the school year.
 - drawing up agendas for the Board meetings.
 - making arrangements for keeping the Trustees informed about the school.

8. CAPACITY

A. What collective experience does your applicant group bring to this venture?

Collectively, our applicant group brings over three hundred years of teaching experience and over 100 years of business and community experience! In addition, we bring countless years of management expertise in education and business, group process, team building, problem solving skills and communication.

B. Summarize each founder's, and/or Board Member's experience, qualifications and applicable skills.

Founder's Group

Our applicant group brings with it the support and expertise of a team of school personnel, whose experience includes educational study and graduate degrees in the following areas: Regular Education, Special Education, Reading, Guidance, Business, Curriculum and Development, and School Administration. Many of the founders are very active in their local communities, churches, and youth organizations. Also, some of their avocations include marine science, ecology, gardening, cooking, writing, landscaping, carpentry, boating, fishing, computers, history, gemology, birding, painting, photography, swimming, running, and golf

Classroom teacher members: Sue Peters, Sandy VanVorst, Rusty Rodriquez, Pennie Davis, Ann Hagan- also School Council, Amy Stanley, Kristina Hazard, Brenda Mazzeo, Leisa Marks, Ginny Baker, and Erin Batson.

Other members: Karen McDonald- School Committee, Thomas McDonald- Principal of the Barnstable Grade Five School, Susan Dahn- Director of Community and Schools for Career Success, Ruthanne Allen- Gifted and Talented Director, Nancy Allen- Technology Specialist and School Council, Laurel Brown- Special Education Teacher and School Council, Faith Ingalls- Special Education Teachers, Wendy Kingman- Speech and Language Pathologist, Alice Howe- Guidance Counselor, Kathleen Casey- Reading Specialist and School Council, Ken Gavin-Title I Reading Teacher, Karen Murphy- Title 1 Math Teacher and Classroom Teacher, Laurel McCarthy and Patti Kelleher- Teacher Assistants, Jack Girvin- member of the Main Street Learning Board of Directors and Financial Advisor at American Express.

Board of Trustees

** For the list of members, please see Leadership and Governance A. on page 12 and Attachments pages 1-14.*

The combined education, business, and community experiences will be of tremendous importance as we move forward in the development and implementation of our charter. Collectively, we bring a vast array of qualifications and skills that will ensure our success.

C. Please provide a list of potential partnerships and accompanying letters of support.

Rather than simply provide a list of potential partners, following is a list of our current partnerships. Each of these businesses and community organizations have adopted classrooms in our school and/or have been involved in our Main Street Learning Program at school: Puritan Clothing, Ben & Jerry's, Cape Cod Chrysler Plymouth, Saturn of Cape Cod, Alberto's Restaurant, The Cape Cod Five Savings Bank and Trust Company, The Hyannis Public Library, Kandy Korner, The Christmas Tree Shops, Nantucket Trading Company, The Cape Cod Mall, Sunnyside Restaurant, William Clark Studios, The Egg and I Restaurant, Cape Cod Red Cross, Hy-Line Cruises, The Original Gourmet Brunch, The Barnstable Patriot Newspaper, The Cape Cod Times, The Barnstable Police Department, Cape Cod Rehabilitation, Bradford Ace Hardware, The Hyannis Post Office, Cape Cod Hospital, Fidelity Real Estate, The Casual Gourmet, Citizens' Bank, Fleet Bank, The Hyannis Fire Department, The Cape Cod Economic Development Council, Nutter McClennen and Fish Attorneys, L.L.P., The Hyannis Rotary, Kiwanis, New England Jewelry Exchange, The Rose at 96.3 FM, U.S.F.A. Electrical Workers, Burger King, Cape and Islands Tire, Dance Designs, Shepley Wood Products, Cape Tire Service, Philip Boudreau Law Office, Up the Creek Restaurant, Ryan Family Amusement, Business Machine Specialists, Bon Repose Furniture, Lewis Bay, Chiropractic, Rodgers and Grey Insurance, Sprinkle Home Improvements, M.S.P.C.A., Nantucket Airlines, Perry's Deli, The Sandwich Cooperative Bank, Minutemen Press, Plymouth and Brockton Bus Company, The Salvation Army, Ocean 104 FM, Fraternal Lodge AF-AM, Bennet Auto Repair, Kids Now, Kathy Kyle Photography Studios, On Cape Lithographers, and American Express. We are also in the process of partnering with Infinium Computers, Cape Internet, Excel, and several national companies.

** Letters of support may be found in the Attachments Section pages*

9. FACILITIES AND STUDENT TRANSPORTATION

A. Describe the viable options for a facility for this school.

The Barnstable Grade Five Horace Mann Charter School will be housed at its present site: 120 High School Road in Hyannis. This school was first built in 1923 with additional phases being added over the last 60 years. During the past 10 years major reconstruction has been undertaken to upgrade the facility in order to meet the needs of the students. The final phase of this renovation is planned for the summer of 1998 with nearly \$600,000 allocated by the Barnstable School Comm.

B. Why was this site chosen?

This site was chosen, because it is our current school facility, and it is well-suited to the future educational needs of our students.

C. What renovations might be required? How might they be financed?

The final phase of renovations for our school follows the completion last summer of the addition of a new heating system throughout the building. There have been seven phases of renovation which

included new windows, new brick exterior, and new electrical wiring. The summer of 1998's plans include all new floors, bathrooms, ceilings, walls, lights, alarm system, chalkboards, tack boards, lockers, and an intercom system.

The cost of this renovation project is currently in the Capital Improvement Plan of the Barnstable Public Schools, and it is budgeted for approximately \$600,000. This project is being planned with consultation from our staff, the School Council, the Board of Trustees, and the School Committee. Time lines are being developed, bids will be going out, and work will begin upon completion of this school year.

D. Describe the transportation services that the school will provide to eligible students.

All students beyond a radius of one mile from the school will be provided with transportation to and from school. Thirteen buses will be used to travel to the seven villages in Barnstable in order to transport our students. Because our town is very large, some of our students will ride the bus for up to an hour each way, and transportation will be a major part of our operation. We will work very closely with the bus company in order to ensure a safe and orderly trip to and from school for all of our students.

The Board of Trustees plans to put the transportation bid out and seek the best possible service provider, which will work cooperatively with us and at a price that is competitive. We currently work with Northside Bus Service, and their service to us has been exemplary during the past four years. At this time, we envision continuing this business relationship. X. A Day in the Life of a Student Attending the Barnstable Grade Five Horace Mann Charter School

The academic year at our school will be structured into a series of units designed to strengthen our students' understanding of interdisciplinary connections. Our mission of commitment to excellence, lifelong learning, and responsible citizenship will be reflected each day through a rigorous academic program which also stresses character development. A sense of positive interdependence between student, family, school, and community will be evident. Technology will be an important medium in reinforcing academic learning and in facilitating communication.

10. A DAY IN THE LIFE OF A BARNSTABLE GRADE FIVE HORACE MANN CHARTER SCHOOL STUDENT

The following describes a day in the life of ten year old Horace, a typical student enrolled at the Barnstable Grade Five Horace Mann Charter School. His instruction is individualized within his Learning Team classrooms, and he is grouped for learning blocks in a Learning Pod according to his current performance levels. "Exploration" is the unit theme.

- 8:15 Horace's bus arrives at school. Horace and his schoolmates are greeted by the principal, D.A.R.E officer, and prevention specialist, who encourage a positive start to the school day.
- 8:15 to 8:30 On this morning Horace chooses Talk N' Walk, where he and several of his friends walk briskly with the Physical Education teacher. Other friends play organized games on the playground. Several of Horace's classmates use this time to meet with their Main Street Learning mentors to share their successes and discuss their problems. Breakfast is available to all.
- 8:30 Horace's teacher greets her students outside and accompanies them to their classroom. Horace's school and classroom environment reflect the theme of "Exploration". He passes through halls showcasing students' work and talents. As he enters his room, Horace is proud of the Explorer Report Bulletin Board and timeline his cooperative base group designed, and notices the new additions to the Current Events Exploration Board. Posters and satellite photos from NASA, globes and print material purchased by the teams's Main Street Learning partners, as well as classroom projects remind Horace that he is about to begin a new day of exploration. Horace settles into his cooperative base group. Lunch count and attendance are e-mailed to the main office. His group greets each other and makes sure each is prepared with needed materials and supplies for the day.

•8:40 At this time the entire school focuses on Morning Announcements. The principal welcomes the school to a new day of learning. Horace reflects during a moment of silence, respectfully says the Pledge of Allegiance, and listens to a weather report from a member of the Grade Five Meteorology Club. Horace is excited as he knows the answer to the daily question from the Main Street Learning Game (all questions pertain to the fifth grade curriculum). The principal ends announcements by identifying a quality an explorer must have and setting the goal for the week in response to this.

•8:45 to 9:00 Horace participates in his class Morning Meeting. Horace's teacher is pleased when Horace shares that he and his mother watched the news and saw photos taken from Mars. His teacher acknowledges that watching the news, reading the newspaper, and seeking out information are examples of lifelong learning. Morning Meeting ends with the School Mission Pledge: Okay is not good enough, good is not good enough, we strive for excellence! Horace returns to his desk, picks up his notebook, and meets his first Learning Pod in the classroom next door.

•9:00 to 11:15 Reading/Language Arts/Social Studies Block: Horace joins his cooperative base group where homework is compared, discussed, corrected, and collected. For this term Horace is assigned to a Learning Pod whose students need direct reading instruction, as listed on their IEPs. He is expected to complete all work assigned, but is given the strategies and time to enable him to succeed. During a previous lesson, Horace and his podmates developed background knowledge regarding Guion Bluford, NASA's first Black American astronaut.

The teacher reviews the listed objectives and expectations for the day's study:

1. Finish reading Space Challenger, the Story of Guion Bluford
2. In Response Journal folder on your computer, list the qualities Guion Bluford possesses which enabled him to be successful. Reflect and identify those traits you share with Guion.
3. Main Street Learning Partner/ Write business letter
4. Social Studies: Class discussion comparing early explorers and astronauts

Horace reads using Proportional Reading. As he is reading a paragraph he is able to highlight any words with which he has difficulty, and the computer reads those words for him. The computer then rereads the entire paragraph back to Horace, strengthening his comprehension of the passage. Horace breaks for discussion with his special education teacher, and then completes his reading. Using voice activated software, Horace dictates the attributes of Guion Bluford into his Response Journal. He then checks common traits and saves on the note pad for future reference.

The Director of Personnel of the Cape Cod Bank and Trust, a Main Street Learning partner, arrives to give a lesson on writing a business letter. The students are provided with a model of a business letter, a job application request. Horace and his podmates are put in cooperative groups and asked to look at the letter and come up with the characteristics and rules for writing a business letter. They come back to the large group and agree on what should be included in a business letter, as well as the rules for writing one. Horace has been trained to use a process writing approach, and is now instructed to write a letter to NASA applying to be the first student astronaut, indicating the traits he possesses that would make him a good candidate. Horace uses his Response Journal to help plan what he is going to say about his strengths for the job, and gets a good start on his rough draft.

His teacher brings the Learning Pod back together for Social Studies where they compare early explorers and astronauts. Horace and his podmates are assigned homework which is written in the school provided assignment book. They organize their materials, and return to their original classrooms.

•11:15 to 12:00 Enrichment Block: Horace's class has Art today. They are in the process of building a space station using recycled materials from the school's recycling center. Other enrichment classes during this time block are Music, Physical Education, Health, D.A.R.E. and World Languages.

- 12:00 to 12:45 Lunch/Recess: All students are expected to behave in the manner described in the school's Code of Conduct. During recess, Horace and his classmates participate in well supervised and structured playground activities. After recess, Horace returns to class for an afternoon of discovery.
- 12:45-2:45 Math, Science, and Technology: Horace joins a different Learning Pod as this is an area in which his performance excels. He greets his cooperative base group where homework is compared, discussed, corrected, and collected. Horace's teacher elicits information regarding the video students watched yesterday. Details about a rocket launch and the rocket's combustion chamber quickly emerge. The teacher informs the students that they will be doing an experiment to discover how a rocket moves. Students are given a straw and three balloons varying in size and shape. The teacher models how to make a rocket balloon and how to launch it. Horace's group begins assembling and launching their balloons. The chart below will be completed and kept in the groups' journal.

Balloon length	Predict distance rocket will travel	Actual distanced traveled			Avg. distance traveled
		Trial 1	Trial 2	Trial 3	

After all trials are complete, Horace and his groupmates compare the average distance the three rockets traveled and discuss possible reasons for the differences. They deduce which part of the balloon rocket is the combustion chamber. Horace's group enters their results onto a class graph using their designated colored marker. They put their results onto a spreadsheet, and make and print various types of charts. After discussion, the group determines a bar graph best represents their information. Groups rejoin their Learning Pod and interpret the results of the class graph, as well as share their information regarding their group charts. Horace and his podmates are assigned homework, and are expected to organize their materials, clean up the room, and return to their original classrooms.

- 2:45-3:00 Horace and his classmates settle down for Teacher Read Aloud. They enjoy listening to and looking at Sky Pioneer, A Photobiography of Amelia Earhart as they quietly draw.
- 3:00 The principal reads announcements, and asks students to reflect on their day and the goal for the week. Students are dismissed to busses with a reminder to complete their homework.
- 6:30 Horace returns to school with his dad for an advanced computer class taught by the school's Main Street Learning Partner. He has already completed 45 minutes of homework at home, and will pleasure read the book he chose to do his monthly project on for 30 minutes before going to bed.

11. NON-INSTRUCTIONAL SERVICES

The Board of Trustees intends to seek competitive bids for all non-instructional services by the end of our fifth year. They will, upon analysis, award contracts to those businesses it determines to offer the best services at the most competitive prices.

At the start of our charter, all non-instructional services will continue to be provided by th e school system. After a review by the Board of Trustees, they will be phased out where and when appropriate. We will pay an administration fee to the Barnstable Public Schools commensurate with this services provided.

The services to be examined will include payroll, accounting, purchasing, food service, human resource management, benefits management, transportation, and building and ground maintenance. We will also complete a thorough review of our utilities and seek competition in this area, as well.

Barnstable Grade Five Horace Mann Charter School
Projected Revenues and Expenditures
Appendix V

	A	B	C	D	E	F
		Start-Up Phase	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002
1						
2	Revenue					
3	Tuition		3327600	3636108	3889908	3820254
4	State Grants		265500	290115	310365	304807
5	Private Funds		4720	4912	5016	4712
6	Other (explain)	40000	1476952	975810	982600	1031730
7	Total Revenues	40000	5074772	4906945	5187889	5161503
8						
9	Expenditures					
10	Professional Salaries					
11	Director/Headmaster		76973	80051	83253	86583
12	Supervisors		45000	46800	48672	50618
13	Teachers/(FT)		1636000	1742440	1869497	1940027
14	Teachers(PT)		233500	242840	252553	262655
15	Payroll Taxes		179565	189781	201616	201984
16	Benefits		362528	383154	407050	407794
17	Total Prof. Salaries		2533566	2685066	2862641	2949661
18						
19	Administrative Staff					
20	Clerical		71068	73910	76866	79940
21	Custodial		112860	116771	121441	126298
22	Consultants					
23	Other (Admin. Staff)		219000	227760	236870	246344
24	Total Administrative Staff		402928	418441	435177	452582
25						
26	Facility					
27	Rent					
28	Mortgage					
29	Renovation/ Construction		850000	300000	300000	300000
30	Debt Service					
31	Utilities		56973	59722	62608	65425
32	Total Facility		906973	359722	362608	365425

Barnstable Grade Five Horace Mann Charter School
Projected Revenues and Expenditures
Appendix V

	A	B	C	D	E	F
		Start-Up Phase	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002
1						
2	Materials/Supplies					
3	Textbooks		44400	21977	22965	24113
4	Instructional Equipment		46175	48483	50907	53452
5	Office/Class Technology		45000	75000	80000	100000
6	Library		2090	2184	2293	2385
7	Classroom Furniture		7600	7980	8379	8797
8	Office Furniture		4600	4830	5071	5324
9	Other Equipment		122761	133835	140526	147552
10	Total Supplies/Materials		272626	294289	310141	341623
11	Other					
12	Contracted Services		368965	382413	396536	411362
13	Business Services		9000	10000	11000	12000
14	Marketing/ Development					
15	Staff Development/Training		44250	71875	72625	50000
16	Transportation		379210	429275	448591	471020
17	Food Service		121742	127220	132945	138927
18	Total other Costs		923167	1020783	1061697	1083309
19						
20	Other Start-Up Costs					
21	Curriculum Development	20000				
22	Printing and Copying	3000				
23	Student and Staff Recruitment					
24	Travel/transportation	5000				
25	Telephone/Fax/Postage	1000				
26	Consultants	10000				
27	Total Start-up Costs	39000				
28						
29	Total Revenues	40000	5074772	4906945	5187889	5161503
30	Total Expenditures	39000	5040725	4778301	5032264	5192600
31	Balance	1000	34047	128644	155625	68903
32						
33						

2. BUDGET NARRATIVE

A. Briefly justify expense projections and show the calculations of each line item in the budget.

Revenues- Reflects FY 1999

Tuition: 590 students x \$5,640=	\$3,327,600
State Grants: \$450 per student X 590=	\$265,500
Private Funds:	
Cobb Fund 590 X \$8 per student=	\$4,720
Other:	
Transportation Reimbursement=	\$379,210
Two Portable Classrooms Reimbursement=	\$250,000
Phase VII Renovation to physical plant=	\$600,000
Start Up Grant=	\$40,000
Main Street Learning=	\$10,000
Bridges Program Total=	\$76,000
Total Other Revenue=	\$1,476,952
<u>Total Revenue =</u>	<u>\$5,074,772</u>

Expenditures

Professional Salaries

Director/Headmaster

Principal=

\$69,973

Director of Bridges Program=

\$7,000

Total Directors =

\$76,973

Supervisors- Instructional Guide-

\$45,000

Total Supervisors=

\$45,000

Total of 43 FT Professional Salaries @ \$41,000 average =

\$1,636,000

Total of 3.5 P.T. Teachers @\$41,000+2 OTs+ESL+ 12 Bridges =

\$233,500

Total Payroll Taxes - \$2,426,560 total salaries.x .074=

\$179,565

Total of Benefits- Salaries.x 14.94% =

\$362,528

Total Professional Salaries =

\$2,533,566

Administrative Staff

Clerical-3.5 Clerical

Total Clerical=

\$71,068

Custodial: 4 Full Time Custodians-\$112,860

Other (Admin. Staff)-

11 Teacher Assistants x \$16,000=\$176,000

1 Health Assistant x \$16,000,

1 library assistant x \$18,000

Total Other Administrative Staff =

\$219,000

Total Administrative Staff=

\$402,928

Facility

Rent

Mortgage

Renovations/Construction- \$850,000- (Summer renovation project Phase VII + 2 Portable Classrooms)
 Debt service
 Utilities- \$56,973 (includes summer Bridges Program cost)
Total Facility: \$906,973

Materials and Supplies

Textbooks includes the upgrading of our Social Studies texts at 600 books X \$37.00= \$22,200,
 Math text system adoption: \$22,200
 Total texts= \$44,400
 Instructional Equipment is the cost of all supplies to support the program.
 Total: \$46,175.
 Office/ Class Technology-CCC or IMS Program and hardware upgrade
 Total: \$45,000
 Library - New books and operating supplies.
 Total: \$2090
 Classroom Furniture- new desks and tables
 Total: \$7600
 Office Furniture-Guidance upgrade
 Total : \$4600
 Other Equipment- All supplies and materials from previous system accounts.
 Total: \$122,761
Total Supplies and Materials: \$272,626

Other Costs

Contracted Services- Includes grounds for \$70,000, Substitute teachers for \$50,000, Computer and equipment maintenance for \$48,965, and management fee to the town for \$50,000, and other similar services.
Total Cost: \$368,965
 Business Services- Cost of independent audit and accounting.
Total Cost: \$9000
 Staff Development Training- Modern Red Training and ongoing System Training.
Total Cost: \$44,250
 Transportation- Includes all regular buses and buses for Summer Bridges program.
Total Cost: \$379,210
 Food Service- Includes all food service related costs-
Total Cost: \$121,742

**Please note expenditures for FY 2000-2002 reflect enrollment projections with an increase in revenue of approximately 5% adjusted for enrollment.*

B. Please explain who will manage the school's finances and what controls will be put in place.

The Board of Trustees will during the initial transition phase continue to have the Barnstable School System manage its finances with all of its controls as outlined in its Financial Management Plan adopted in 1996. Following this, the Board of Trustees will seek competitive bids for managing all aspects of our operation, and based on an analysis of cost savings and service potential, they will determine the practicality of hiring a business manager, remaining within the system controls and system, or a combination of these options. The Business Manager, be it the school department's or our own will be responsible for providing weekly updates to the Principal of the school regarding our current financial status. The Principal and Business Manager in turn will be required under our by-laws to provide a monthly financial statement to the Board of Trustees. The financial plan allows for the funding of this service whichever way it is delivered.

Monthly benchmarks will be established for spending, and all account transfers will require the approval of the Principal. Account transactions over \$5000 will require the approval of the business manager/or principal, and the chair of the Board of Trustees.

3. HUMAN RESOURCES

A. Please indicate the number of faculty to be hired and provide a summary of the hiring criteria for the school's teachers and staff.

B. What will the salary range for teachers and administrators?

The Barnstable Grade Five Horace Mann Charter School Staff will include the following personnel, qualifications, and their respective salaries, which have been agreed by the Barnstable Public Schools and the Barnstable Teachers' Association in their contract. All criteria for hiring are available upon request.

Principal/Director - The basic criteria for this position will require a Masters Degree and five years of experience. The Principal will need to demonstrate skills in instruction, management, leadership, human relations, and possess personal characteristics necessary for this position. The salary will be \$69,973.

Professional Staff- The criteria for these positions will require a Bachelors Degree with appropriate certification. They will need to demonstrate the ability to plan and evaluate student learning, understand child growth and development, possess classroom management and interpersonal skills, and carry out their professional responsibilities. Their salaries will range from \$26,439 for a first year employee with a Bachelors Degree to \$50,360 for a professional staff member with a PhD. and 12 years of service. The average salary paid to the professional staff will be \$41,000. There will be 47.5 staff members employed as Professional Staff at our school.

Classified Staff- The criteria for hiring is based on demonstrable skills and knowledge for the position and ability to work cooperatively to achieve school goals. The positions will include 13 teaching assistants, four kitchen staff, four custodians, two secretaries and one clerk. Salaries will be based on contracts established by the Barnstable Public Schools on a rate ranging from \$8.00-\$16.00 per hour based on experience and years of service.

C. What is the school's plan for professional development?

We will train teachers in the use of technology including utilizing information on the IMS System, teach new standards and new curriculum frameworks, and the skills and competencies needed for the effective implementation of the Modern Red Schoolhouse design. In addition, we will continue to take part in ongoing staff development being offered by the Barnstable Public Schools.

D. How will faculty and administration be evaluated?

The Principal will be evaluated in narrative form by the Board of Trustees. Performance will be judged against the progress towards the attainment of the school's goals. The other faculty will be evaluated according to the Professional Evaluation Policy of the Barnstable Public School System.

E. What provisions of the district's collective bargaining agreement will not apply to teachers in The Horace Mann Charter School?

Waivers will be provided for any collective bargaining agreement that does not apply to our teachers.

MEMORANDUM OF AGREEMENT

This Agreement is made by and between the Barnstable Teachers Association (hereinafter "the Association") and the Barnstable School Committee (hereinafter "the Committee").

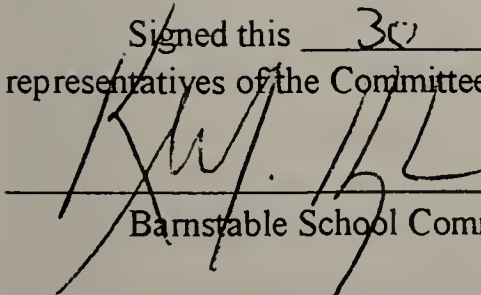
WHEREAS, the Massachusetts Legislature has enacted legislation which provides for the establishment of Horace Mann Charter Schools; and

WHEREAS, the Association and the Committee desire to establish a Horace Mann Charter School within the Barnstable Public Schools which shall be called the *Barnstable Grade 5 Horace Mann Charter School*;

Now, **THEREFORE**, the parties agree as follows:

1. Except as modified by this Memorandum, the terms and conditions set forth in the September 1, 1997 through August 31, 2000 Collective Bargaining Agreement (hereinafter, "the Contract") between the Association and the Committee shall apply to all members of the bargaining unit (herein, "teachers") who work at the Barnstable Grade 5 Horace Mann Charter School (herein, Grade 5 School).
2. It is understood that only volunteers will be assigned to teach at the Grade 5 School, with first choice given to those "teachers" currently assigned to that school.
3. In all other instances, teachers assigned to other Barnstable schools who wish to apply for transfer to fill vacancies at the Grade 5 School will do so under the language set forth in Article 8, Sections E and F of the Contract.
4. In order to accommodate provisions for the Summer Academic Bridges Program, and the development of the Individual Learning Contracts, the Committee and the Association agree that teachers at the Grade 5 School may, if they volunteer, work an extended work year. The workshop rate, rather than prorata compensation will be paid for these days. First choice for the extended work year will be given to the teachers currently assigned to the Grade 5 School.
5. The following procedures will govern future requests for waivers of the Contract:
 - a. A waiver request may be submitted by any teacher or teachers, the building level administrator, and/or the Board of Trustees of the Barnstable Grade 5 School.
 - b. The request shall be in writing and shall set forth the Specific Article(s) and Section(s) of the Contract, the duration of the waiver, and the rationale for the request.
 - c. The request shall be sent to the Association and Committee with copies provided for those listed in section a. above.
 - d. Waivers must be approved by 2/3 of the teachers working at the Grade 5 School, the Executive Board of the Association, and the Committee prior to implementation.

Signed this 30 day of December, 1997 by the duly authorized representatives of the Committee and the Association.


Barnstable School Committee


Barnstable Teachers' Association, Inc.

IV. ACTION PLAN

A. Outline the strategy for getting the school open.

Since our school is already in operation, our strategy for getting our Barnstable Grade Five Horace Mann School open will focus on involving teachers, administrators, parents, and community members in the planning and implementation of our whole school design. In order to accomplish this, we will form seven transitional task forces in the following areas:

1. Standards and assessment: define standards and establish assessment tools to measure results.
2. Curriculum: align curriculum with the State Frameworks and Modern Red Schoolhouse design.
3. Technology: acquire the necessary technology to implement program design, and the acquisition and implementation of the Instructional Management System.
4. Community Involvement: create community information sessions to increased support and awareness for our Main Street Learning Program.
5. Professional Development: implement staff development programs to ensure a smooth implementation of Modern Red Schoolhouse design and Instructional Management System.
6. Organization and Finance: plan for necessary financial support.
7. Facilities: oversee and manage the school renovation plans.

B. Specify how responsibilities will be delegated, and to whom.

Each of the teams listed above will have the responsibility of carrying out their plans for the creation of our school. These teams will provide the impetus and direction for change in the school as we transform ourselves from the Barnstable Grade Five School to the Barnstable Grade Five Horace Mann Charter School.

Each task force will make recommendations to the principal. Our school will rely on the support of the Modern Red Schoolhouse Design Team to:

1. Train facilitators from each task force.
2. Conduct an orientation session for each task force, clarifying options and priorities.
3. Provide prototypes of the basic elements of design that can be adopted and adapted.
4. Help solve implementation problems.

**Barnstable Grade Five Horace Mann Charter School
Charter School Opening: Work Plan and Time Line 1998-1999**

	A	B
1	Objective	Time Frame
2	Staff	
3	Hold staff orientation	March, 1998
4	Develop professional development plans	April-June, 1998
5	Complete staff utilization review	June, 1998
6	Board Organization and Procedures	
7	Board meets and begins planning	February, 1998
8	Finalize board schedule and procedures	February, 1998
9	Define decision-making processes	February, 1998
10	Approve policies	February, 1998
11	Finalize by-laws	February, 1998
12	Financial Management	
13	Open checking account	July, 1998
14	Identify check signers (2-3)	March, 1998
15	Identify check writer (1)	March, 1998
16	Appoint Treasurer	March, 1998
17	Auditor/Preparer identified	March, 1998
18	Schedule of Board Finance Reviews	March, 1998
19	Technology	
20	Develop technology implementation plan and specifications	April, 1998
21	using the Modern Red Schoolhouse technology plan	
22	Provide and arrange basic training for all teachers	September, 1998
23	Administration Policies	
24	Establishment of School Task Forces	March, 1998
25	Develop strategy to provide for continuous progress	April, 1998
26	Develop assessment procedures	May, 1998
27	Whole School Redesign	
28	Contract the Modern Red Schoolhouse design team to	March, 1998
29	provide professional development for all teachers on the	
30	Modern Red Schoolhouse Academic Standards	
31	Form Transition Task Forces	March, 1998 - September, 1999
32	Provide consultants to assist Task Force	March, 1998 - September, 1999
33	Plan for the Individual Learning Contract development	August, 1998
34	Plan Bridges Program implementation	October, 1998
35	Assess all students' performance	January, 1999
36	Conduct student & parent orientation	March, 1999
37	Enroll students in 10,12, or 14 month plan	April, 1999
38	Implement Individual Learning Contract	June, 1999

PATRICK M. BUTLER

522 Bay Lane
Centerville, Massachusetts 02632
(508) 778-1476

EXPERIENCE:**MARCH, 1986 to PRESENT**

Nutter, McClennen & Fish, LLP, Managing Partner - Hyannis Office

- ◆ Zoning, subdivision and land use, including representation before town, state and regional agencies and commissions; representation before the Cape Cod Commission.
- ◆ Governmental relations and local representation for off-Cape businesses.
- ◆ Counsel to condominium unit owners associations and developers.
- ◆ Real estate, zoning and commercial litigation.
- ◆ Aviation litigation and criminal defense.

JANUARY, 1983 to MARCH, 1986

Herrick & Smith [Associate - Cape Cod Office]

- ◆ Civil litigation, residential and commercial real estate, land use and zoning, criminal defense and bankruptcy (U.S. Trustee's panel).

DECEMBER, 1980 to JANUARY, 1983

Assistant District Attorney, Cape and Islands District

- ◆ Trials before the Superior court, six-person jury sessions and the District Court.
- ◆ Grand Jury Proceedings and investigations.
- ◆ Researched, briefed, and argued cases before the Appeals Court and the Supreme Judicial Court.
- ◆ Coordinated police investigations and field activity.

EDUCATION:

SUFFOLK UNIVERSITY LAW SCHOOL, Boston, Massachusetts

Juris Doctor, June, 1979

- ◆ 1978-1978 National Moot Court Team - Best Brief, New England
- ◆ First Place - 1978 Clark Moot Court Competition
- ◆ Tauro Award - Best Oral Advocate - 1978

COLLEGE OF THE HOLY CROSS, Worcester, Massachusetts

Bachelor of Arts, Awarded May, 1976.

TABOR ACADEMY, Marion, Massachusetts

(Naval Honor School)

Graduated with Honors, June 1972.

**APPOINTMENTS/
INSTRUCTORSHIPS:**

- ◆ United States Justice Department - Bankruptcy Trustees Panel for the District of Massachusetts (1982-1988)
- ◆ Visiting Lecturer - Cape Cod Community College - Community Leadership Institute (1996-1997) - Land Use and Regulation
- ◆ Barnstable County Police Academy - Instructor in criminal and constitutional law (1980-1983).

**CIVIC
INVOLVEMENT:**

- ◆ Town Meeting Representative, Town of Barnstable, Massachusetts (1980-1989).
- ◆ Board of Directors, West Beach Club, Inc., Hyannis Port, Massachusetts (1982-1995).
- ◆ Vestry Member, St. Peter's Church, Osterville, Massachusetts (1995-1997).
- ◆ Director and Chairman of Government Relations Committee, Hyannis Area Economic Development Corporation (1995-present).
- ◆ President, Barnstable Youth Hockey Association (1997-present).
- ◆ Co-Chairman, Economic Committee of Sustainability Indicators Group of Cape Cod (1997 - present)

MEMBERSHIPS:

- ◆ Barnstable County Bar Association
- ◆ Massachusetts Bar Association
- ◆ Massachusetts Conveyancers Association

**ADMITTED TO
PRACTICE:**

Commonwealth of Massachusetts (December, 1979).
United States District Court for the District of Massachusetts (January, 1980).
United States Supreme Court (May, 1983).

PERSONAL:

Married - Susan M. Butler - two children

INTERESTS:

Reading, aviation, sailing, music, travel and politics.

References and samples of written work available upon request.

JOHN D. O'BRIEN
51 Julien Road
Harwich Port, Massachusetts 02646
508-790-4980 (W) 508-432-4219 (H)

SUMMARY

Executive Director, Cape Cod Economic Development Council(CCEDC). Among other programs, Mr. O'Brien oversees the CCEDC's tourism program. This initiative focuses on restructuring the tourism industry on Cape Cod and the Islands to deliver services and amenities designed to meet the needs of today's sophisticated national and international traveler. Mr. O'Brien is presently overseeing the development of a Strategic Plan for Tourism on Cape Cod and the Islands that will direct the implementation of the restructuring of the region's tourism industry. He oversaw and continues to direct the production of the Annual Tourism Forum for Cape Cod and the Islands. These initiatives result from Mr. O'Brien's efforts in sustaining and supporting the base industry of Cape Cod and the Islands.

Mr. O'Brien is a business executive with over twenty-five years of experience interactively engaged with both small and large business entities as a trained marketing manager. He has successfully demonstrated life-long activism in civic and political activities.

Significant Strengths in:

Leadership	Organization Ability
New Business Development	Team Building
Partnering	Motivational Skills
Management	Initiative

ACCOMPLISHMENTS

- Developed a management plan for the Visitor Information Network Services (VINS) on Cape Cod and the Islands for State Senate Ways and Means Committee.
- Developed the initiative - Cape Cod and the Islands Annual Tourism Forum - continues to lead the effort to increase the quality and quantity of services to visitors to Cape Cod and the Islands especially during the shoulder seasons.
- Named Best Public Employee 1994
- Initiated and received Economic Target Area status for Barnstable County
- Developing a Management plan for the Envirotech Incubator at the Massachusetts Military Reservation
- 1994 Democrat of the Year, Andover Democratic Town Committee
- Received Congressional Proclamation of Honor for his dedication to Democratic ideals and outstanding accomplishments in his community.

Received commendation from the Commonwealth of Massachusetts for his years of dedication and commitment to the growth, character, and pride of the Democratic Party.

Led the effort to streamline and modernize the structure of Town Government in Scituate, Massachusetts resulting in a more accountable manageable entity delivering better municipal services at a lower tax rate.

Developed the marketing and sales organizations for two start-up companies in the electronic design software marketplace. Both companies were successfully merged into larger organizations.

Successfully implemented the concept of partnerships between the community and developers as Planning Board Chairman, Scituate, MA resulting in explicit understanding of zoning regulations and a speedier permit process.

Managed, recruited, and tracked both large and small marketing organizations for four different companies with a minimum of 15% revenue increase from start to finish.

Organized the oversight procedure of the Board of Trustees of the Tewksbury Hospital resulting in the smooth transfer of patients and the timely consolidation of the Danvers and Tewksbury State hospitals.

Built the volunteer team for the successful election of the State Senator in the Merrimack Valley 2nd Essex and Middlesex District.

COMMUNITY AFFAIRS

Elected Board of Selectmen - Three Terms, Scituate, MA
Elected Chairman - Two Terms

Elected Planning Board Member, Scituate, MA
Elected Chairman - One Term

Appointed Metropolitan Area Planning Council, Scituate, MA

Appointed Mass Bay Transit Advisory Board, Scituate, MA

Chairman, Democratic Town Committee, Scituate, MA

Central Business District Parking Committee, Andover, MA

Chairman, Democratic Town Committee, Andover, MA

Elected Delegate to issues and nominating conventions on 7 occasions, Andover, MA

Elected Board of Directors, Suffolk University School of Management, Boston, MA

Appointed Trustee Tewksbury State Hospital by Governor Dukakis and reappointed by Governor Weld, Tewksbury, MA

- Treasurer, Senator Patricia McGovern Committee, Lawrence, MA
- Fundraiser for Senator John D. O'Brien, Jr., Andover, MA
- Chairman of the Boston Area Brown University Sports Foundation
- Fundraiser for Brown University and Suffolk University
- Member of the National Alumni Schools Program, Brown University
- Member of the Central Catholic High School Future Committee, Lawrence, MA
- Transferred the School Building Committee in Scituate from an insignificant low key group to an organized proactive organization committed to producing a solid supportable plan of action.
- Analyzed and submitted a parking plan for the Central Business District in Andover, MA, for the Town Manager resulting in more overall business viability.

PROFESSIONAL EXPERIENCE

Cape Cod Economic Development Council
Executive Director 1993 - Present

ITT Power Systems, Boston, MA
Eastern Area Manager 1989 - 1993

Silc Technology, Burlington, MA
Vice President of Sales & Marketing 1988 - 1989

Seattle Silicon, Andover, MA
Vice President of Sales & Marketing 1986 - 1988

NCR Microelectronics, Dayton, OH
Assistant Vice President of Marketing 1984 - 1986
Eastern Sales Director 1982 - 1984

ITT Semiconductor, Lawrence, MA
National Sales Manager 1979 - 1982
Eastern Regional Sales Manager 1978 - 1979
Southeastern Regional Manager, Atlanta, GA 1975 - 1978
Account Executive, Lawrence, MA 1968 - 1975

Previous Employment: A series of positions in sales and marketing.

EDUCATION

Brown University	BA	Providence, RI
Suffolk University	Exec. MBA	Boston, MA
Atlanta Law School		Atlanta, GA

John P Girvan
 53 Olde Homestead Drive
 Marstons Mills, MA 02648
 508-428-1363

Business experience

1992- Present	<i>Financial Advisor to Small Business Owners and individuals.</i> Assist business clients, in staying current with respect to ever changing laws and regulations. Design strategies to increase cash flow, reduce taxes, and increase income. Work one on one with client who are concerned about educating their children, effective retirement planning, and developing investment strategies to help maximize their earnings and reduce their tax burden.
1987-1991	<i>Independent Insurance Adjuster. Hyannis, MA.</i> represented insureds and self insured firms in the investigation and settlement of property and casualty claims.
1985-1987	<i>Whiteall Floor Covering, West Yarmouth, MA, partner.</i> Sold and installed residential and commercial floor covering.
1981-1987	<i>Gordon Boyd & Company, Boston MA. Independent Insurance Adjuster.</i>
1978-1981	<i>U.S Life Insurance Company, Boston, MA staff adjuster.</i>
Education	Bentley College, Waltham, MA, B.S. Business Administration 1978
Professional Associations	Institute of Certified Financial Planners Planned Giving Council, member, Cape Cod Cape Cod Human Resources Association, member
Community Service	Unit 1 Way of Cape Cod, Member, Citizens Review Committee Hyannis Rotary, Member, Youth Activities Committee, Chair Dream Day on Cape Cod, Board member Main Street Learning Corporation, Board member
Personal	Married, Wife, Priscilla, three sons

SUSAN B. DAHN
P.O. BOX 1511
13 HARBOR STREET
SANDWICH, MA 02563
(508) 833-2175

Professional Experience:

1996-PRESENT SCHOOL TO WORK PROGRAM DIRECTOR, BARNSTABLE PUBLIC SCHOOLS, HYANNIS, MA.

Responsible for the development of initiatives linking work place experience to curriculum. Development of training programs for teachers and students. Recruitment of community partners; businesses, colleges, and community organizations to partner with the local school district. Grant writing. Work requires extensive involvement with local and state government and private industry.

1994-1996 SMALL BUSINESS CONSULTANT, CAPE COD ECONOMIC DEVELOPMENT COUNCIL, HYANNIS, MA

Responsible for the provision of technical assistance to small and medium sized companies. Developed and managed entrepreneurial educational programs. Business plan development, financial packaging, marketing plans, grant writing. Coordinate resources for small business owners with local and state funding resources.

1995 CONSULTANT CAPE & ISLANDS COMMUNITY DEVELOPMENT INC., HYANNIS, MA

Provided leadership to board members in the development of a non-profit corporation. Wrote and received grants totaling \$420,000 for start-up. Secured \$5,000,000.00 from local banks to provide loans to small companies.

1993-1994 EXECUTIVE DIRECTOR, LOWER CAPE COD COMMUNITY DEVELOPMENT CORPORATION, EASTHAM, MA.

Responsible for overall management of the organization including budgeting, grant writing, program development and staff supervision. Responsible for \$825,000 in funding during first year of operation.

1991-1993 PRIVATE PRACTICE, NEWTOWN, PA.

Developed private counseling practice. Provided cultural diversity training to large corporations (IBM) and non-profit corporations.

1982-1993 ASSISTANT EXECUTIVE DIRECTOR, BUCKS COUNTY HOUSING GROUP, INC. LANGHORNE, PA

Responsible for management of organization including budgeting and staff supervision. Responsible for staff training. Provided leadership in developing shelter

Responsible for management of organization including budgeting and staff supervision. Responsible for staff training. Provided leadership in developing shelter and transitional housing programs for women and children including job development. Grant writing, liaison with major funders, both public and private. Total funds raised for real estate development \$4million. Total funds raised for operation \$1 million annually in consultation with Executive Director.

EDUCATION

1987 Masters of Human Services, Lincoln University
1980 Bachelor of Arts in Business and Sociology, College of St. Rose
1991 Certificate Program in Non-Profit Management, LaSalle University
1991 Certified Management Trainer for IBM

PROFESSIONAL AFFILIATIONS

Board Member – Main Street Learning Corporation
Board Member - Cape Cod Council on Alcoholism and Substance Abuse
Board Member - Chair, Delaware Valley Community Reinvestment Fund
Board Member - Vice Chair, Orleans, MA Housing Authority
Board Member - Connections for Living, Horsham, Pa
Member – Barnstable County Task Force on Children
Member - American University Women
Member – Hyannis Chamber of Commerce
Member - NAACP
Member - Diversity Task Force
Member - National Association of Fundraising Executives
Member - National Low Income Housing Coalition
Member - Cape Cod Women's Organization, Scholarship Committee
Member - Independence House for Abused Women

Thomas F. McDonald
25 Rachel Carson Lane
Centerville, Ma. 02632

(508) 771-5069

Professional Objective-To work with students, staff, parents, and community to create a school environment which enhances lifelong learning and prepares students with the skills, knowledge, and personal qualities necessary for individual success in the 21st century.

Experience-

Coordinator: Barnstable Outreach Prevention Program focused on delivering skills and knowledge in the areas of program planning, problem solving, communication and team building. Directed multiple workshops for the town and school department in training staff and students in proactive management techniques.

Consultant: Northeast Regional Center for Drug Free Schools. Assessed school and community problems in the Northeast. Trained local teams of adults and students in techniques to manage their problems successfully. Directed prevention workshops for the center throughout the Northeast U.S.

Prevention Specialist: Barnstable Grade Six School. Work with staff, students, and parents in developing and implementing proactive strategies to improve teamwork, student behavior, staff morale, classroom management, communication and problem solving abilities.

Business Management: Supervised and analyzed P and L statements. Developed budgets to meet operational needs. Purchased all supplies and materials. Hired, trained and evaluated staffs in multiple settings. Directed and managed overall daily operations of two private clubs with over a thousand members in each.

Program Planning: Developed and implemented daily classroom planning for 20 years. Worked in the development and implementation of the Sprint Program, a prevention program at the Barnstable Middle School to address the needs of at risk youth. Directed the development and implementation of multiple programs at the middle school including contracting, problem solving teams, and peer leadership, impacting students, staff and parents, as well as the Reach For The Stars interdisciplinary approach to utilizing technology in the classroom.

Problem Solving: Facilitated the development of proactive strategies impacting problems in the public and private sector. Taught problem solving, group process, and communication techniques to students, staff and parents.

Team building: Developed team approach among differing groups so as to reduce conflict and achieve organizational goals. Worked with students, staff and parents in improving skills in this area.

Curriculum Development: Co-authored, and marketed with a team of ten, Impact Teaching, a K-12 prevention curriculum. Currently on Board of Directors.

Employment -

- 1969 - 1973 - Hyannisport Club - Chef
- 1973 - 1985 - Hyannisport Club - Club Manager. In charge of all facets of business operation.
- 1973 - 1984 - Town of Barnstable - Social Studies Teacher, Middle School.
- 1984 - 1988 - Town of Barnstable - Math and Social Studies Teacher. Sprint Program for at risk youth. Barnstable Middle School.
- 1984 - 1993 - Consultant, Northeast Regional Center for Drug Free Schools and Communities. Direct workshops throughout the northeast for students, staff, and community members in the area of group problem solving.
- 1985 - 1990 - Town of Barnstable - Director - Barnstable Outreach Program. Developed and implemented with other trained staff, programs to positively impact students, staff, and community members.
- 1986 - 1993 - Coordinator and writer of grants from the Northeast Regional Center to the Town of Barnstable.
- 1988 - 1991 - Math and Social Studies Teacher. Barnstable Middle School.
- 1991 - 1992 - Teacher Barnstable Middle School Reach for the Stars Program.
- 1988 - 1993 - Manager, Craigville Beach Association. Manage all facets of operation, including physical plant, staff, and budget.
- 1992 - 1994 - Prevention Specialist. Barnstable Grade Six School. Worked with students, staff, and parents in all facets of daily school operation.
- 1994 - Present - Principal, Barnstable Grade Five School. Responsible for the overall operation of a 575 student school with 70 staff members.

Education -

Masters of Education in School Administration. Salem State College, Salem, Ma. 1993. Completed all course work Summa Cum Lauda.

Bachelor of Arts Degree, 1973. Bridgewater State College, Bridgewater, Ma.
Majors : History and Psychology
Graduated Magna Cum Lauda

Associate of Arts Degree, 1971. Cape Cod Community College, West Barnstable, Ma.
Recipient - Outstanding Social Studies graduate scholarship United World Federalists.
Graduated Summa Cum Lauda

Associates Degree - Culinary Arts, 1967. Culinary Institute of America. Hyde Park, New York.

Lee Ann Rooney-Giardino
134 Country Club Drive
Cummaquid, MA. 02675

Wheelock College, Boston MA. 1983
Masters Degree in Early Childhood Ed.

Southeastern Mass. Univ. North Dartmouth MA. 1977
Baccalaureate Degree in Nursing

American Association Infant Massage Certificate 1995

Boston Children's Hospital 1977-1979 Staff

Univ. Colorado Medical Center 1979-1981 Staff

Tufts New England Medical Center 1981-1983 Pediatric Intensive Care

New England Memorial Hospital 1983 -1985 Clinical Leader Pediatrics

Centrus Nursing Plymouth MA 1987- present

Cape Cod Early Intervention Program 1991-1994 Staff

Cape Cod Community College Instructor Pediatric Nursing 1994-1996

I am an active member of our community, involved in local PAC's and Fifth Grade School Council 1996-present. My husband, John is a retired State Trooper and is presently the Director of Golf and Head Pro at Chatham Seaside Links, Chatham, MA. We are both active in our son's Matthew and Andrew's active education and extra curricular activities..

Laura B. Bilodeau

237 Prince Avenue
Marstons Mills, MA 02648
(508)420-3657

Education

Bachelor of Arts, May 1981
Business Administration
Rollins College, Winter Park, Florida

University of Massachusetts, Boston, Massachusetts
Some graduate work towards Masters of Business Administration

Mediation Training, October 1995
Cape Cod Dispute Resolution Center, Hyannis, Massachusetts

Experience

Bilodeau Builders, Inc.

Accounting Manager. Responsibilities include basic bookkeeping; accounts payable; accounts receivable; payroll; tax preparation; tax reports and bank reconciliations.

Cape Cod's Child, Inc.

Co-owner and publisher of the Cape's newspaper for parents. Responsibilities include advertising sales and marketing; management and supervision of sales staff; obtaining new clients; creation of ads; newspaper design and layout; accounts payable; accounts receivable; payroll and tax preparation; distribution and circulation. (1990-1995)

Activities

- Barnstable Grade 5 School Council, parent representative, 1996 - present
- Barnstable Middle School Council, parent representative, 1997
- Osterville Elementary School Council, parent representative, 1993 - 1996
- Parents Advisory Council, Osterville Elementary School
President, 1993 - 1994; Vice-President, 1992 - 1993

Personal

Married with 2 children ages 10 and 12; a resident of the town of Barnstable on Cape Cod for 16 years.

Russell J. Dever
105 Rolling Hitch Road
Centerville, Massachusetts 02632
508:771-6254

OBJECTIVE: District Leadership for Learning

PRESENT POSITION: Superintendent
Barnstable Public Schools
Barnstable, Massachusetts
508:790:9802

**ADMINISTRATIVE
EXPERIENCE:**

1992-1996 Superintendent
Lockport City School District

Primary Responsibilities: District and Community
Leadership; Budget; Negotiations; School Board
Relations; Facilities; District Leadership Team.

1986-1992 Assistant Superintendent
Lockport City School District

Primary Responsibilities: School Restructuring and
Innovation; Supervising principals K-12; Establishing
community and parent involvement; Core curriculum;
Staff development; Middle School transition.

1976-1986 Curriculum Coordinator K-12
Billerica (MA) Public Schools
North Reading (MA) Public Schools

Primary Responsibilities: Core curriculum
development; Coordinating testing and public relations;
District Adult Education Programs; Staff supervision and
growth.

EDUCATION:

1981 Ed. D. Curriculum, Instruction and Supervision
Boston University

1969 M. Ed. Education - English
Salem (MA) State College

1963 A. B. Philosophy - English
Boston College, St. John's

**DEMONSTRATED
STRENGTHS/SKILLS:**

MANAGEMENT/ADMINISTRATIVE

- . Responsible for a small city school district of 6500 students and a budget of fifty million dollars.
- . Directed a three year process of grade reorganization and building additions.
- . Conducted Win-Win Negotiations with employee groups

PERSONNEL

- . Supervised all principals in setting and attaining annual and long-term objectives.
- . Selected entire District Leadership Team.
- . Initiated District Staff Development Committee and fledgling Staff Development Center.

COMMUNICATIONS/PUBLIC RELATIONS

- . Involved the educational and local community in the school reorganization process and in the Shared Decision-Making Plan.
- . Created regular newsletter to staff and principals as well as outreach efforts in local radio, television and newspapers.
- . Developed a comprehensive family life and student volunteer program.

PROGRAM/BUDGET DEVELOPMENT

- . Reorganized the budget process and results around program needs.
- . Set budget parameters with the Board to ensure success.
- . Instituted a core curriculum process K-12 in all subject areas and progress towards State Standards and Authentic Assessment

COMMUNITY INVOLVEMENT:

- . Kiwanis Club, President, 1991-1992
- . Salvation Army Advisory Board, President, 1993-1994
- . United Way, Education Chair
- . Board of Directors, Senior Citizens Centre
- . Executive Board, American Heart Association
- . Executive Planning Board, Special Olympics
- . Community Share-a-Thon, co-founder
- . Hyannis Rotary
- . Cape and Islands Leadership

PROFESSIONAL MEMBERSHIPS:

- . American Association of School Administrators
- . Association for Supervision and Curriculum Development
- . Phi Delta Kappan, University of Buffalo Chapter
- . Cape and Islands Superintendents Association

INTERESTS:

Family, Reading, Tennis, College Hockey, Film, Learning

REFERENCES:

Available upon request

Susan J. Peters
35 Turtle Pond Road
Eastham, MA 02642

Education: B.S. Elementary Education (Ill. Wesleyan Univ.),
M.A. Education/Counselling (E.Tenn.State Univ.), C.A.G.S.
(No. Ill. Univ.) Science/Environmental Education

Professional and Related Activities: Current Position-Grade 5
School Classroom Teacher, 26 years in public schools, Science
Specialist for Barnstable County Schools, Board Member of the
Cape Cod Environmental Education Resource Center, Horace Mann
Grant Recipient for Science Specialist Position, Barnstable
County Conservation Teacher of the Year, Massachusetts Conser-
vation Teacher of the Year, Massachusetts Audubon Conservation
Teacher of the Year

Community and Civic Activities (recent past and present)-
Board Member-Association for the Preservation of Cape Cod,
Board Member-Friends of the Cape Cod National Seashore,
Eastham Conservation Commission, Past President and co-founder
of Eastham Forum citizens' advocacy group, Mass. Coastal Resources
Advisory Board, Mass. Coastal Zone Management Advisory Comm.,
Cape Cod Museum of Natural History, EPA Award for Achievement
in Environmental Protection, Honored as Woman of Distinction by
Plymouth Bay G.S. Council,

SANDRA LEE VAN VORST

113 Upland Circle
Brewster, MA. 02631
1-508-255-1968

DOB: 11/7/48

Education:

M.Ed. in Counseling, Bridgewater State College, Bridgewater, MA.
B.S. in Elementary Education, Bridgewater State College, Bridgewater, MA.
A.A. from Palm Beach Junior College, West Palm Beach, FL.
DEAN'S LIST - Academic year 1984-85

Educational Experience:

Full-time teaching since September, 1986, at Osterville Bay Elementary School and Barnstable Grade Five School in the Town of Barnstable.

Substitute Teaching in Falmouth, Bourne, Sandwich and Barnstable, 1985-86.

Student Teaching at Morse Pond School, Falmouth School System, 1985.

Other Experience:

15 years as a Legal Assistant, Bookkeeper and Office Manager.

Community Involvement:

Girl Scouts of America, Palm Glades Council, (Troop Leader, Coordinator for Neighborhood Activities, Member of Board of Directors of Palm Glades Council) - seven years. Also taught environmental sciences via Girl Scout programs.

Thornton W. Burgess Society, Greenbriar Nature Center, Environmental Education Programs - 2 years.

Board of Directors for Hope Hardy House (Eventually became the Access House).

Volunteer work at Sandwich Elementary School.

Children Helping Children - Founder and Coordinator of school-wide community service project helping families in need at Osterville Elementary and Barnstable Grade Five Schools.

Hobbies & Interests:

Gardening, environmental issues, traveling, boating, and camping.



BARNSTABLE PUBLIC SCHOOLS
GATEWAY PROGRAM

RUTHANNE G. ALLEN
DIRECTOR
508-790-6474

BARNSTABLE GRADE FIVE SCHOOL
120 HIGH SCHOOL ROAD
HYANNIS, MASSACHUSETTS 02601

Ruthanne G.. Allen
2590 Main Street - Post Office Box 1052
Barnstable, Massachusetts 02630

RESUME

WORK EXPERIENCE

October, 1986 - Present

Director, Barnstable's Gateway Program - Coordinate and Implement K-12 Program for 875 students, Professional Staff of 30, Volunteer Staff of 50; Implement New Enrichment Program for Grades 2 and 3 for School Year 1997-1998; Coordinate Future Problem Solving Program within the school district which involves 24 teams (100 students) and 14 Trained Staff; Also Odyssey of the Mind which involves 37 teams or 260 students with 30 trained coaches; Mentor Program; Johns Hopkins CTY Program; Curriculum Compacting 6-8; Talent Pool Gr. 4-6; Museum of Science-Science By Mail Program; Scenario Writing and Community Problem Solving; Talents Unlimited Program K-12, Palms Project, Literature and Writing Groups Staff Development which involves courses through Salem State College and within-system staff training and development: Talents Unlimited; Multiple Intelligences; Graphic Organizers, Curriculum Compacting, Critical Thinking, Future Problem Solving Coaches' Training; Odyssey of the Mind, Coaches Training; Cluster Grouping, Software Across the Curriculum for High Ability Learners; Process Writing and FPS Scenario Writing and Community Problem Solving. Also oversee and implement Program Identification Criteria and Student Testing; Also oversee annual updating of Gateway Curriculum; Oversee Program Budget.

March , 1981 - October, 1986

Barnstable Public Schools - Grade Six School - Classroom Teacher - Also Served as Gateway Enrichment Specialist During This Time.

September, 1978 - January, 1980

Middleborough Public Schools - Memorial Junior High School - Grade 7 and Grade 8 English Teacher

September, 1965 - June, 1968

North Andover Public Schools - Franklin School - Grade Five Classroom Teacher

Education

University of Connecticut - Class of 1989 - M.A. - Educational Psychology, Gifted Education

Boston University - Class of 1965 - B.S. - Education, English

Additional Coursework through Salem State College, Worcester State College, Fitchburg State College, and University of Connecticut. Attend Summer Confratute at the University of Connecticut, and American Association for School Administrators Course, Managing a Gifted and Talented Program.

Professional Committees and Associations

Member, Massachusetts Department of Education Gifted and Talented Advisory Council since 1995

Member and Treasurer of State Board for Massachusetts Association for the Advancement of Individual Potential (MA/AIP) since 1995. Also served on the committee for the 1996, 1997, and 1998 New England Conferences for Gifted and Talented Education; and Committee for Regional MA/AIP Administrators and Parents' Breakfasts; Presenter at numerous MA/AIP sponsored conferences and seminars.

Member of State Board for Massachusetts Future Problem Solving Program since 1996; Served as MFPS State Evaluator, Coordinate FPS Program within the Barnstable Public Schools; Presenter at numerous MFPS Conferences and Training Sessions for Coaches and Students.

Member of State Board for Massachusetts Odyssey of the Mind Association since 1988; Regional Director for Southeastern Region for Odyssey of the Mind since 1989; Tournament Director for Southeaster OM Region since 1989; Coordinated and hosted State OM Tournament in 1996 at Barnstable High School; Presenter at OM Coaches' Training and many workshops since 1987; Oversee Odyssey of the Mind Program in Barnstable Public School - 250 Students; 37-40 Coaches; Coordinate Local Competitions; Accompanied OM Teams from Barnstable who have gone on to Odyssey of the Mind World Finals for thirteen consecutive years.



COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS SENATE
STATE HOUSE, BOSTON 02133-1053

SENATOR HENRI S. RAUSCHENBACH

CAPE & ISLANDS DISTRICT

ROOM 421

TEL. (617) 722-1570

DISTRICT OFFICE
TEL. (508) 362-4556

E-Mail: HRausche@senate.state.ma.us

Web Page: www.capecod.net/senrauschenb

COMMITTEES.

SENATE WAYS AND MEANS
GOVERNMENT REGULATIONS
ENERGY

December 3, 1997

Commissioner Robert Antonucci
Department of Education
350 Main St.
Malden, MA 02148

Dear Commissioner Antonucci:

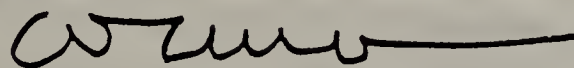
The Barnstable Grade 5 School has recently applied for a Horace Mann Charter. I am in full and complete support of their efforts.

The proposed Barnstable Grade 5 Horace Mann Charter School embraces education reform. It is a model of innovation and genuine commitment. The professional educators work with the children and parents of those students transitioning in and out of fifth grade. Individual needs are identified and serviced. Students become academically and socially prepared for the rigors and challenges of middle and high school. Technology is used as a unifying force. Understanding of multiple cultures is encouraged and taught. Additional learning hours are provided as the charter models itself after the bridges, "Modern Red Schoolhouse" example. Furthermore, tax dollars will be saved as needs are met and corrected in the early years.

The already existing Barnstable Grade 5 School is quite exemplary in all that it does. Two years ago the Barnstable Grade 5 School teamed up with local businesses to develop educational products. This opportunity has given students experience in the mechanics of running a school-based business. A Horace Mann Charter could only enhance and further encourage the academic excellence the Barnstable School System strives for. Moreover, a tremendous amount of time and energy has gone into the charter planning and application. Superintendent Dever, staff of the existing Barnstable Grade 5 School, committed members of the community, and more than forty local businesses have extended a tremendous amount of support to this proposed style.

Thank you for your consideration. If I can offer you any further comments or information please do not hesitate to call.

Sincerely,



HENRI. S. RAUSCHENBACH

State Senator

Cape & Islands District

CC:

Superintendent Dever

Mr. Tom McDonald

HSR/tms

letter of support, Barnstable Grade 5 Horace.doc



The Commonwealth of Massachusetts
HOUSE OF REPRESENTATIVES

THOMAS N. GEORGE
REPRESENTATIVE
1ST BARNSTABLE DISTRICT

KENNETH E. WILSON III
LEGISLATIVE AIDE

Committees on
Health Care
Election Laws

STATE HOUSE, ROOM 130
BOSTON, MA 02133-1054
TEL. (617) 722-2130

December 22, 1997

DISTRICT OFFICE
TEL. (508) 775-5386

Robert V. Antonucci, Commissioner
Department of Education
350 Main St.
Malden, MA 02148

Dear Commissioner Antonucci,

Recently the Cape Delegation of legislators met with Tom McDonald, Principal of the Barnstable Grade Five School, to review the applicant's proposal for the Horace Mann Charter School. We came away from that meeting with a thorough understanding of what the school intends to accomplish and how they intend to attain this goal.

The proposal offered by the Grade Five School is truly unique and innovative, and most importantly will substantially impact student learning. The Bridges Program, including curriculum outline, evaluation and assessment tools is being put into place, together with the commitment of the school, community, and the Main Street Learning Corporation, will insure the success of this school.

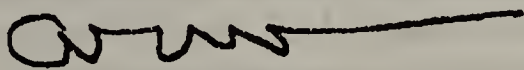
Another strength of the program is that success of this undertaking can be clearly documented and replicated throughout the state, thus having a major impact for all of our public schools. The innovative use of Individual Student Contracts, involving the parent, teacher, and student, will be very exciting and beneficial. These individual Student Contracts involve the integration of clarified goals and responsibilities.

The team working on this proposal has put forth a tremendous amount of time, energy, and cooperation and has demonstrated its commitment to making the project successful. We are confident that this enthusiasm will carry over to the Horace Mann Charter School itself.

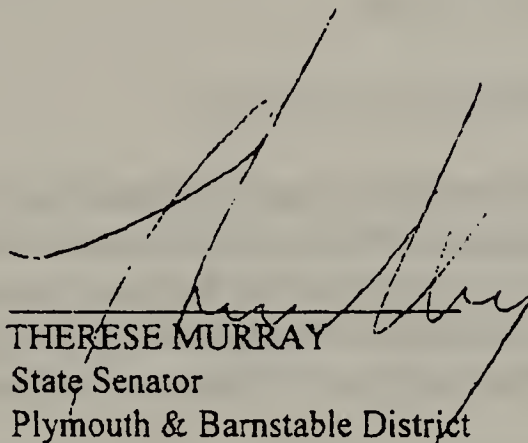
This is truly a unique opportunity for all of us because it allows a public school to operate independently, while at the same time allowing us to observe and assess how well our public schools can perform. We urge your support for the proposal of the Barnstable Grade Five Horace Mann School. We believe this school will serve as a model education institute for the 21st century.

Sincerely,

THE CAPE COD DELEGATION

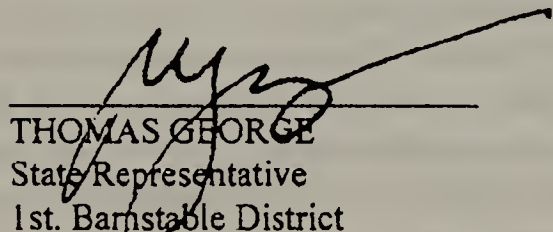


HENRI S. RAUSCHENBACH
State Senator
Cape & Islands District

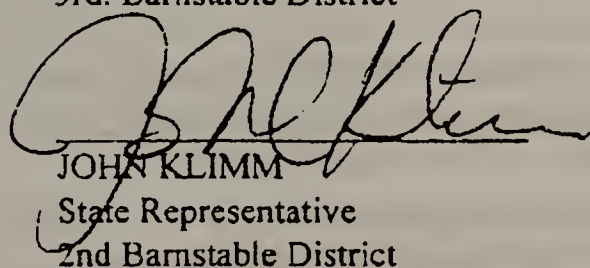


THERESE MURRAY
State Senator
Plymouth & Barnstable District

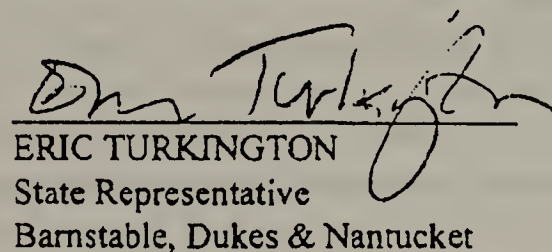
THOMAS CAHIR
State Representative
3rd. Barnstable District



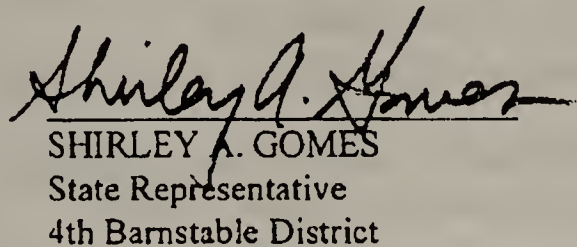
THOMAS GEORGE
State Representative
1st. Barnstable District



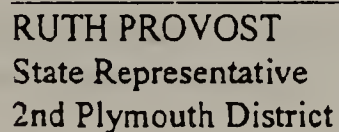
JOHN KLIMM
State Representative
2nd Barnstable District



ERIC TURKINGTON
State Representative
Barnstable, Dukes & Nantucket



SHIRLEY A. GOMES
State Representative
4th Barnstable District



RUTH PROVOST
State Representative
2nd Plymouth District

kw

**MAIN STREET LEARNING CORPORATION
100 HIGH SCHOOL ROAD
HYANNIS, MA 02601**

December 19, 1997

508 790-0888

FAX 508 790-6434

Commissioner Robert Antonucci
Department of Education
350 Main Street
Malden, MA 02148

Dear Commissioner Antonucci:

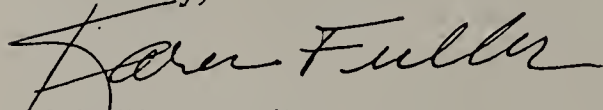
The Main Street Learning Corporation was formed by the Grade Five School in response to a growing partnership with the Barnstable Grade Five School and the local business community. As a non-profit organization we now have a formal relationship with the school which allows us to more fully integrate the businesses into the school and to work with the Student Board of Directors as partners with our board.

This relationship continues to prove very successful both in assisting teachers and students in understanding the world of work and also in raising additional funds to augment the school's budget. The interaction with the staff and the students has brought new perspectives to both the business and the school community. Our work within the classrooms has brought an exciting challenge to the local business community in helping students relate their classroom work with real work applications.

As a partner with the Barnstable Grade Five School we are very supportive of the school's application for a Horace Mann Charter. Due to increased autonomy, through the charter, Main Street Learning will now have the opportunity to partner with the school in ways that we could not under the current structure. As a formal business partner with representatives on the Board of Trustees we look forward to working with the school as it transitions into a Horace Mann Charter school and its adoption of the Modern Red Schoolhouse Curriculum.

Thank you for your serious consideration of the Barnstable Grade Five application and we look forward to an ongoing relationship. Should you have any questions, please feel free to contact me.

Sincerely,



Ms. Karen Fuller

Vice President, Fleet Bank

Treasurer, Main Street Learning Corporation

A PARTNERSHIP OF SCHOOLS AND BUSINESS WORKING TOGETHER



CORPORATION
FOR BUSINESS,
WORK, AND LEARNING

The Staff Center, 529 Main Street, Boston, MA 02129

(617) 727-8158, Fax (617) 367-0211

December 30, 1997

Commissioner Robert Antonucci
Massachusetts Department of Education
330 Main Street
Malden, MA 02148

Dear Commissioner Antonucci:

I am writing in support of the Barnstable Grade Five School's application to the Department of Education for a Horace Mann Charter. The Corporation for Business, Work, and Learning has been a partner with the Barnstable Public School system as a result of our grant to them through our Communities and Schools for Career Success (CS²) program. This grant was awarded to assist the system in its broad-scale restructuring activities under the Massachusetts Education Reform.

The Barnstable initiative is somewhat different from other CS² programs around the state in that it involves an elementary school (the Grade Five School) in addition to the usual mix of middle and high schools that participate in CS². We are very pleased with the accomplishments in Barnstable thus far, and we are enthusiastic about the potential for expanding those accomplishments through the Horace Mann Charter School process. We are happy to be able to fund a CS² "entrepreneur" to work with the principal of the school in its restructuring efforts as a Horace Mann Charter School. In addition to this position, we will also provide technical assistance and a link to our other CS² communities across Massachusetts.

We look forward to working with the Barnstable Grade Five Horace Mann Charter School as it moves forward with its restructuring plan.

Thank you for considering this proposal.

Sincerely,

Suzanne Teegarden
Suzanne Teegarden
President



CAPE COD
ECONOMIC DEVELOPMENT COUNCIL
Barnstable Municipal Airport
480 Barnstable Road
Hyannis, Massachusetts 02601

JOHN D. O'BRIEN
Executive Director
Phone 508-790-4980
Fax 508-790-1889

December 30, 1997

Commissioner Robert Antonucci
Department of Education
350 Main Street
Malden, MA 02148

Dear Commissioner Antonucci:

The Cape Cod Economic Development Council (CCEDC) would like to offer our full and complete support for the application of the Barnstable Grade 5 Horace Mann Charter School.

The Council is a public private agency governed by a cross section of 24 Cape business people charged with a mission of retaining and recruiting suitable businesses for this environmentally fragile region. Our emphasis is on workforce development issues that will ensure that a trained workforce is available for new technology companies and a more customer friendly visitor industry.

The existing Grade 5 School in Barnstable has been a shining example of innovation and determined leadership. The CCEDC was so taken with the school's business like approach to the development of educational products for general sale that we decided to award the entire school with our *Business Excellence Award* for 1997.

We feel strongly that the leadership and staff of this school has the ability and will to carry out this ambitious plan of identifying and servicing the individual needs of the children of Barnstable. Their track record is one of sustained success and we as business people are totally committed to helping them in this important academic endeavor.

Sincerely,

John D. O'Brien
Executive Director
Cape Cod Economic Development Council

JDO:sb

